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ABSTRACT

This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations, (2) general material on the need for intergroup activities, (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors, (4) classroom activities promoting student human relations, (5) self-image enhancement activities, and (6) recent research on self-image development. (DD)

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Abstracts of ERIC Documents on

HUMAN RELATIONS IN THE SCHOOLS, SENSITIVITY TRAINING, AND SELF-IMAGE ENHANCEMENT

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September 1970

The bibliography that follows was prepared by the staff of the ERIC Clearinghouse on the Teaching of English and represents the result of a search of the entire ERIC file of approximately 35,000 documents. The documents were initially announced and described in U.S. Office of Education Research Reports, 1956-1965, the Catalog of Selected Documents on the Disadvantaged and issues of Research in Education from November 1966 through September 1970.

The bibliography is "selective"--but only in two senses of the word: first--the obvious--only those documents in the ERIC file dealing with human relations, sensitivity training, and self-image enhancement are cited; second, documents filed in ERIC are "selected" documents: they have met certain initial criteria before they are processed. All government-funded research reports are processed for ERIC. In addition, many other documents--judged to be current and significant contributions to educational knowledge--are filed in ERIC; many of these are "fugitive" documents, materials whose origins are obscure or whose prospects for wide circulation are minimal. Textbooks are not processed--and, generally speaking, neither are other books that are available through commercial publishers (although many of these are screened, and some announced, through the ERIC system). Moreover, periodical literature since January 1969 has been indexed in ERIC's Current Index to Journals in Education; abstracts are not written for these journal articles, so they are not listed here. Consequently, this bibliography cannot pretend to be exhaustive or comprehensive. It does, however, represent everything ERIC has on the subject and answers the question: What can ERIC--a national educational information collection agency (embracing both research and resources)--tell us about human relations activities, sensitivity training, and self-image enhancement?

One hundred fifteen abstracts of ERIC documents are listed in the seven sections of the bibliography. The first major section comprises documents giving background information on the subject of human relations and is, therefore, something of a rationale establishing the need for the remainder of the bibliography. The last section, "Addendum," updates the initial draft of this report (which went only through May 1970 issues of Research in Education) that was prepared for the NCTE Intercommission Committee on Cultural and Social Problems in the Profession and the Schools (presented in September 1970). The Table of Contents briefly describes the focus of each section, so the reader may proceed directly to that portion of the bibliography that most interests him. Abstracts are numbered consecutively throughout.

ERIC abstracts are of two kinds: informative and indicative. An informative abstract contains a statement of the author's thesis, several sentences showing the development of the thesis or its proof, and the

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author's conclusions. An indicative abstract reports broadly what is discussed or included in the document and details the manner of the information's presentation. Thus, an informative abstract is a condensed duplication of the document; an indicative abstract is a guide to the contents of the document. In each section of this bibliography, abstracts are arranged to run from the informative to the indicative in an effort to make each section, and the bibliography as a whole, an expository statement as well as a list of resources. Most of the abstracts, since they do not deal specifically with the teaching of English, were written by staff members of the various other clearinghouses in the ERIC system.

It is ERIC's ultimate aim--and that of NCTE/ERIC--to be able to respond to questions with answers that are, within the limits of the system's criteria, exhaustive and comprehensive. Meanwhile, the collection process is a continual one, and the fashioning of a fool-proof nation-wide acquisitions network is a task requiring both vigilance and meticulousness. The more eyes peeled, the better. So, although this collection will tell you what ERIC knows on the subject, what ERIC <u>can</u> know is determined in part by you.

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Documents on human relations activities which were announced in Research in Education between the initial compilation of this report (May 1970) and the date of its final preparation (September 1970) are included here in order to make this collection as current as possible.

I. GENERAL AND INTRODUCTORY

1. North Central Association of Colleges and Secondary Schools, Subcommittee on Human Relations in the Classroom. Human Relations in the Classroom: A Challenge to Teacher Education. Chicago, [1964]. (ED 002 001: EDRS Price: MF-$0.25 HC-$1.10 16p.)

A survey of a representative sample of 1,075 secondary school teachers has shown that teachers are confronted daily in their classrooms with a wide range of human relations problems and situations. Deciding how to discuss such a controversial subject as discrimination with minority groups or deciding whether to sing songs such as "Old Black Joe" or to mention stories such as "Little Black Sambo" are problems which teachers encounter when working with different racial groups. Ethnic origins also give rise to human relations problems. Examples are the difficulties arising in dealing objectively with German students who have Nazi leanings or with Mexican-Americans who are on the defensive and harbor feelings of inferiority. In teaching children of different religious faiths, such situations occur as singing Christmas carols with Jewish pupils present, teaching health education to Christian Scientists, and taking Catholic students on field trips to Protestant churches. Another serious problem results from varying socioeconomic classes. Many cases are cited of pupils from slum areas who are unable to pay for the hidden costs of schooling such as trips, sewing materials, lunch, club activities, and physical education clothing. Physical handicaps, emotional maladjustment, social immaturity, and non-English-speaking parents result in other human relations problems. The answers received on the survey indicate that college courses tend to neglect the teaching of human relations information, values, and attitudes so that secondary school teachers are inadequately prepared to deal with situations that arise in the classroom. For this reason, in-service teacher education programs in human relations become an urgent necessity.

2. Kilpatrick, William H. Modern Education and Better Human Relations. Freedom Pamphlets. New York: B'nai B'rith, Anti-Defamation League, 1957. (ED 030 706: EDRS Price: MF-$0.25 HC-$1.25 23p.; also available from: Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York, N.Y.--35¢)

This pamphlet discusses bias against minority groups, discriminatory attitudes and acts, and the need to repalce discrimination with better human relations. In this context, the role of schools, and of education in general, in teaching positive intergroup relations is defined. The modern concept of education emphasizes "living" what is to be learned and helping the child to grow "gradually into the fulness of individual and social living." Specifically, the goals should be learning to live together, acceptance by parents and teachers of these goals, teaching children anti-discriminatory behaviors, intercultural understanding, and self-examination of prejudice. For older students, study of the psychology of race and of the rationalizations which support racism is recommended.

3. Raab, Earl, and Symour M. Lipset. Prejudice and Society. Freedom Pamphlets. New York: B'nai B'rith, Anti-Defamation League, 1963. (ED 001 985: EDRS Price: MF-$0.25 HC-$2.60 48p.)

As a social problem in America today, prejudice can be defined exclusively in terms of human behavior which denies or attempts to deny equality of opportunity or status to certain racial, religious, or ethnic groups. Prejudice is considered a social problem because it presents a threat to social order by breaking down human relationships, results in a waste of human resources, and is a threat to democratic life. Prejudiced behavior is not predetermined by prejudiced attitudes but by the social situations in which a person lives. The pattern of community practices, for example, is the basis for many prejudices. Segregated schools, buses, and waiting rooms; complete social segregation; habits of deference; the education and employment status of minority groups; and the philosophy of mass media are among these community practices. Social patterns, in turn, directly influence the home attitudes which so greatly shape the attitudes and behavior of children. The custom of prejudice, once examined and understood, may be changed through remedial social action. Such channels of social action as the law, mass media, the schools, and community groups may help to effect this change. In addition, the individual should examine and attempt to understand his own behavior and attitude.

4. Hersh, Selma. Fear and Prejudice. Public Affairs Pamphlet No. 245. New York: Public Affairs Committee, 1957. (ED 001 962: EDRS Price: MF-$0.25 HC-$1.70 29p.)

An analysis of fear and prejudice was made through a series of attitude questionnaires, private interviews conducted by trained psychologists, and psychological tests. Results showed that prejudice started in the first few years of a child's life through his relationship with his parents. The adults low in prejudice had stable outlooks on life and realized that all human beings were not infallible. A lack of love and security could usually be found in the backgrounds of prejudiced people; because of this insecurity, they perpetually exaggerated the importance of authority. They had a need to belong that made them criticize and ostracize others. Economic insecurity was often at the root of an individual's prejudice. Lack of money was compounded by the lack of affection and understanding. Thus resentment towards the "grasping" and "acquisitive" nature of the Jews stemmed from a feeling that money made the man. The individual who was the superpatriot or the antipatriot would assume either role to expose all of society's weak spots, thereby diverting attention from his own. Prejudice can be reduced by accepting the harsh facts concerning the world, one's country, and oneself. In the area of parent-child relationships--sympathy, understanding, and acceptance of oneself and of others should be learned by the child early enough so that these traits become permanent. Communication between parents, teachers, community organizations, and legislators should be increased.

5. Rinehart, James W. "The Meaning of Stereotypes" in Theory into Practice: Intergroup-Relations Education. Volume 2. Howard J. Ehrlich, ed. Columbus: Ohio State University, College of Education, Bureau of Educational Research and Services, 1963, pp. 136-143. (ED 002 565: EDRS Price: MF-$0.25 HC-$0.50 8p.)

Discussed is the nature of stereotypes and their relationships to prejudice and discriminatory behavior. Stereotypes are defined as sets of beliefs, usually stated in the form of categorical generalizations, which people hold about members of their own and other groups. Such beliefs are usually oversimplified and seldom correspond with objective facts. There is high agreement on the traits used to describe particular minority groups; for example, Jews are shrewd or mercenary People of diverse ethnic and national origins tend to stereotype members of particular groups, such as Negroes, in similar terms. Members of minority groups frequently stereotype themselves in much the same manner as others stereotype them. It is pointed out that stereotypes, like languages, are learned in interaction with others and undergo a developmental process. The basic sources of stereotype diffusion are parents, relatives, educators, and playmates. Schools should establish a comprehensive program of intercultural education. Teachers can discourage stereotypes by increasing awareness in their students of the kinds and degrees of group differences.

6. Freedman, Philip I. "Racial Attitudes as a Factor in Teacher Education for the Deprived Child." [A speech.] New York: City University of New York, Hunter College, n.d. (ED 001 733: EDRS Price: MF-$0.25 HC-$0.70 11p.)

Three separate studies were made relating to the area of racial attitudes and perception. Several assumptions underlie these: (1) the Caucasian population of the United States harbors a substantial amount of racial prejudice toward Negroes; (2) urban teaching staffs which are drawn chiefly from Caucasian, middle-class communities share the negative racial attitudes of their society; (3) negative attitudes impede the participation of middle-class, white teachers in programs for the deprived child, usually either Negro or Puerto Rican. The first study consisted of a comparison of two groups of student teachers. One group was made up of students who had volunteered to participate in a program in "tough" schools. The second group contained those who had rejected the project and chosen to work in a middle-class, white school. Questionnaires answered by both groups revealed that the volunteers had greater need to meet challenges successfully and that they displayed greater sympathy for the disadvantaged than did the non-volunteers. The next two studies sought to evaluate varying conditions of contact with Negroes as a means of reducing racial fears and antagonisms and of establishing a more receptive group for teaching deprived Negro children. The first of these experiments was designed to determine whether middle-class, white students of education were more amenable to persuasion by a Negro college instructor than by a Caucasian instructor that they should prepare for service in "tough" schools. The other study compared the relative powers of personal interest and socio-economic status variables as inducements for middle-class, white students to select Negro associates in work situations. Personal interest factors proved much stronger than race or socio-economic status.

7. Goldblatt, Harold, and Cyril Tyson. Some Self-Perceptions and Teacher Evaluations of Puerto Rican, Negro and White Pupils in 4th, 5th and 6th Grades (P.S. 198 M). New York: City Commission on Human Rights, 1962. (ED 001 776: EDRS Price: MF-$0.25 HC-$2.40 47p.)

The open enrollment policy of the New York City Board of Education might reverse some of the damaging influences of school segregation on pupil self-concept either by contradicting the stereotyped association of racial segregation and social inferiority or by affording "culturally deprived" Negro children access to superior educational facilities. At the beginning and end of a school year of ethnic and racial integration, a short questionnaire was administered to pupils to discover possible changes in pupil self-concept. The Puerto Rican children were found to be handicapped by language considerations, and the Negro children by "cultural deprivation," relative to white, non-Puerto Ricans. Teachers' achievement ratings of students reflected cultural and ethnic background. All three groups were more expressive in their responses when in a minority. White children had higher occupational horizons than Negroes, and Negroes higher than Puerto Ricans. The Puerto Rican children lowered their occupational horizons during the course of the year. No sharp differences in self-likes and -dislikes were found among the three groups. At the beginning and end of the year the pupils liked teachers and disliked other pupils. Teachers gave more objective ratings to students on the basis of achievement than on conduct or effort. Minority and majority classroom status had an effect on pupils' conduct, achievement and effort, according to teachers' evaluations. Another study of the likes and dislikes of children in an integrated school reported similar findings, particularly in relation to minority status in the classroom.

8. Durham, Lewis E., et al. A Bibliography of Research. Explorations, Human Relations Training and Research, Number 2, 1967. Washington, D.C.: National Training Laboratores, 1967. (ED 014 016: EDRS Price: MF-$0.25 HC-$1.90 36p.)

This bibliography of research in human relations training is presented in two sections. The first part includes an annotated bibliography of research conducted between 1947 and 1960. It was prepared by Lewis E. Durham and Jack R. Gibb and contains 48 citations. The second part, prepared by Eric S. Knowles, includes research since 1960. It includes a bibliography of 76 citations and an annotated bibliography of 52 studies. Subject areas covered include T-groups, group structure and dynamics, interpersonal relationship and competence, self-concept, personality change, behavior and attitude change, and organizational change.

9. Rose, Peter I., ed. Research Bulletin on Intergroup Relations. North Hampton, Mass.: Smith College, 1962. (ED 002 051: EDRS Price: MF-$0.25 HC-$1.70 30p.)

In April 1961 questionnaires were mailed to members of many academic and professional organizations to discover research in the field of intergroup relations. Approximately 200 persons wrote of research

undertaken. Abstracts of the reported research are presented under one of three headings--completed, current, and planned. Completed and current studies in the general area of prejudice and discrimination include: measurement of stereotyping; emotion in prejudice; evaluational reactions to accented English speech; minority group identification; propaganda effects on the prejudiced personality; the functions of stereotypes in behavior; race awareness among preadolescent boys; racial ethnocentrism; and Negroes who are prejudiced toward Catholics, Protestants, and Jews. Among the more specific studies in racial, religious, and ethnic relations are such studies as assimilation of the Spokane Indians, Jewish-Gentile courtship, the Jews of Middletown, reactions to temple bombing, the self-image of the American Jew, crisis in a flooded U.S.-Mexican bordertown, and assimilation in America: theory and reality. Some of the planned research projects which propose to lessen gaps in knowledge include feedback of social science data into local communities, racial relations among alcoholics and drug addicts, and sources of social resistance to desegregation.

II. HUMAN RELATIONS AND SENSITIVITY TRAINING PROGRAMS

A. General

10. Corning, Hobart, and Carol Hanson, eds. Handbook on Intergroup Education. Washington, D.C.: Public Schools of the District of Columbia, 1953. (ED 002 038: EDRS Price: MF-$0.25 HC-$1.25 23p.)

The aim of intergroup education is to develop a consciousness and appreciation of the dignity, contributions, and basic unity of all ethnic, religious, social, and economic groups which enrich the American way of life. School personnel at all levels have a responsibility to promote a program of intergroup relations. The central administrative staff can give status to the program, enlist support of the board of education, initiate inservice training programs for teachers, and encourage cooperation between schools and community agencies in the intergroup educational program. Individual school principals should be aware of possible areas of intergroup tension within the school, seek opportunities for intergroup experiences with other schools, and organize building activities that result in a democratic approach to the improvement of human relations. Critical examination of textbooks and their treatment of intergroup relations is an important service to the program which can be performed by directors and department heads. Of course, the real success of intergroup education is found in the classroom, where the teacher has the major responsibility for fostering a democratic climate. Curriculum planning is an essential aspect of intergroup education. Presented are general principles for curriculum at the elementary, secondary, and teacher college levels. Suggestions for secondary schools are outlined under the following subject headings: English, social studies, science, mathematics, foreign languages, fine arts, industrial arts, home economics, and business education. Also included are a list of functional agencies in intergroup education and an annotated bibliography.

11. North Central Association of Colleges and Secondary Schools, Subcommittee on Human Relations in the Classroom, et al. Teacher Education for Human Relations in the Classroom: A Report from 1108 College Professors. [Chicago], n.d. (ED 001 519: EDRS Price: MF-$0.25 HC-$1.55 26p.)

Because good relationships between the home, school, and community are so essential to full pupil development, it is necessary that the teacher have adequate preservice training in human relations. It was found from a survey by the North Central Association of Colleges that professors generally did not give strong emphasis to human relations in their courses, and considerably less emphasis was given to problems of intergroup relations than to interpersonal relations. Professors did not perceive omissions in the college preservice program for teachers, although administrators who later worked with these teachers did perceive omissions. Human relations cannot be taught best in a single course, seminar, or workshop; rather, it needs to permeate an entire institution. Each institution should hold discussions among its faculty to encourage them to re-evaluate their teaching activities in the light of human relations. Students should be questioned about their attitudes, textbooks should be reviewed for truthfulness; new ways of imparting information, changing attitudes, and developing values should be developed.

12. Sears, Pauline Snedden. The Effect of Classroom Conditions on the Strength of Achievement Motive and Work Output on Elementary School Children. Stanford, Calif.: Stanford University, 1963. (ED 001 136: EDRS Price: MF-$1.50 HC-$23.00 356p.)

Because of the breadth and depth of objectives sought for the elementary school child, there is a lack of knowledge of specific effects of teaching methods and of the values attached to one or another outcome of the total educational process. Four general objectives were set and reported upon at length. First, instruments were developed and found to be adequately reliable in measuring six significant outcomes of elementary education in children's attitudes, performances, and behaviors. The outcomes measured include (1) self-concepts, (2) liking for other children, (3) task-oriented classroom behavior, (4) achievement test scores, (5) attitudes toward school activity, and (6) creativity test scores. Second, measurement techniques were developed for assessing various classroom conditions which are presumed to affect children's motivation and their work output toward the goals described. These conditions include the attitudes of teachers and peers. Third, the inter-relationships of the outcomes and the classroom conditions were studied; children were tested at the beginning and at the end of the school year. Last, a prediction of outcomes was attempted based both on the children's talents and attitudes and on the attitudes and behavior of peers and teachers. Some results of this study included the relationship between creativity and self-concept, and the strong influence of the opinions of teachers and peers on the learning of the less able children. All tests, results, and intercorrelations of the study are presented in detail.

13. Los Angeles City Schools. Improving Inter-Group Relations: A Handbook for Administrators and Teachers. 1963. (ED 001 593: EDRS Price: MF-$0.25 HC-$0.85 13p.)

Suggestions and techniques are outlined to help the administrator and school staff implement a human relations program aimed at improving inter-group relations. The characteristics of three sample schools located in changing neighborhoods and one school with socio-economic stratifications in the Los Angeles area are described. Areas of ethnic group sensitivity are discussed. The nature of the enrollment and the community of each school determines which specific techniques and activities would be most desirable for use by an administrator and his staff in a given situation. Specific suggestions are given, however, for working with the professional staff, the students, and the community. Instructional materials and a directory of human relations agencies in the Los Angeles City School system are included.

14. Breitrose, Henry S., and Janet K. Voelker. Production of a Motion Picture for the Inservice Training of Teachers in Problems of Human Relations in Teaching the Socioeconomically Disadvantaged and Evaluation of the Motion Picture. Final Report. Stanford, Calif.: Stanford University, 1967. (ED 013 277: EDRS Price: MF-$0.25 HC-$1.20 22p.)

A project produced a film designed to improve the education of disadvantaged children. The 16mm black-and-white sound film, "For All My Students," contrasts poor and effective teaching techniques in integrated classrooms. It attempts to convey that dealing successfully with classroom human relations problems can determine success or failure in teaching disadvantaged students. The film is prepared for preservice and inservice secondary school teachers and counselors of Negro students but is appropriate for teachers at other levels and of other minority group students and for school administrators. The film should be followed by discussion, for which a guide has been prepared to accompany each print. (The study guide is appended to the report.) The project staff submitted questionnaires to teaching interms at two universities to evaluate the film's effectiveness and found that both groups felt the film accomplished its major goal. (The film is available for rental or sale from the Extension Media Center, University of California Extension, Berkeley, California 94720.)

B. Inservice Programs for Teachers and Administrators, Counselors, Etc.

15. Rozzll, Forrest. "The Competent Teacher of the Disadvantaged." Speech delivered at Arkansas Education Association's Conference on the Disadvantaged (Little Rock, February 22, 1966). (ED 020 840: EDRS Price: MF-$0.25 HC-$0.40 6p.)

The effective teacher of the disadvantaged must possess, first of all, the qualities distinguishing a good teacher in any school in our society; and at the same time, he must be cognizant of those differing values which separate the disadvantaged sub-culture from the mainstream of our social structure. An effective teacher education program can develop in each teacher a knowledge of specific means of helping the disadvantaged, a comprehensive understanding of their educational needs, and a sense of respect for the disadvantaged child. A well-organized inservice program should be established to give a deeper understanding of the values, motivational factors, and achievement desires of members of the disadvantaged sub-culture. Funds are available to provide material resources, but it will remain the task of the teachers concerned, through inservice teacher education programs, to provide effective planning, proper timing, and a cooperative approach in meeting the educational requirements of these children.

16. Clifford, Virginia I. Urban Education: An Introduction to the Literature of Research and Experimentation. New York: Union Theological Seminary, Auburn Library, Urban Education Collection, 1964. (ED 001 789: EDRS Price: MF-$0.50 HC-$3.50 67p.)
[See, esp., Chapter 13, pp. 13-18]

Aspects of urban education discussed are social factors, personality, learning, and public school programs. Studies show that middle class educational techniques are inadequate for reaching the lower class child. Lower class families foster feelings of confusion and anxiety in their children because of strong maternal domination in the home and little concern for emotional needs. The peer group often replaces the family as the lower class child's primary group. These children develop their own language pattern, which makes teacher-pupil communication difficult. Teachers should be trained in preservice and in-service educational programs to understand the cultural patterns of the group. Personality development in culturally deprived children is based on a series of self-concepts which enable a child to understand his own abilities. Lower class children can be motivated by relating material to their needs. Enrichment and remedial programs focus on language development as the key to academic retardation. Public school experimental programs located in urban areas train teachers in techniques which allow the children to express themselves. Teachers "learn by doing" in team teaching and with the use of new teaching materials. Curriculum improvements have been especially focused on language arts. Guidance has sought a more significant role in each child's life. Major efforts have been made to involve parents and the community in the educational process. (An extensive bibliography is appended.)

17. Hannah, Arlene, and Frank Riessman. Teachers of the Poor. New York: Mobilization for Youth, Inc., 1964. (ED 001 053: EDRS Price: MF-$0.25 HC-$0.55 8p.)

The problems encountered in teaching low-income children were presented. Formerly, white, Protestant, middle-class norms were forced upon these children; and the teacher who attempted to teach them came ill-prepared for the task. Such innovations as crash remedial courses, pre-school programs, and increased guidance services were effective; but the answer lay in the education of young teachers. The beginning of such education should take place in the teacher-training institutions. A new system of teaching geared to low-income children should be developed that would include more sociology and anthropology. Student teachers should be provided with community field trips, home visits, and student teaching in a variety of situations. They should become well acquainted with the attitudes of low-income pupils. The teacher's education should also include a development of style which would help her have more effective rapport with the class. She should develop a style through the use of role-playing and should practice before she actually enters a classroom to teach.

18. Riessman, Frank. Action Principles for Working with Low Income People: Mobilization for Youth, Training, and Personnel. N.p., 1962. (ED 001 055: EDRS Price: MF-$0.25 HC-$0.75 12p.)

Six principles of action for working with low-income groups were discussed. Action principles are not the self-evident result of knowledge about low-income cultures. They largely depend on the goals which are anticipated for low-income individuals. The action concepts suggested should be viewed as generalizations and guidelines which must be used flexibly and employed individually. In working with low-income groups, one should stress the positive features of their culture. A social worker should not hide his own status nor pretend to belong to the lower class. Pretentiousness is easily suspected and a person is typed as "phony." A successful way of achieving informality is by playing or accepting the role or position of a brother, boss, client, or friend of a low-income individual. Social workers, at the same time, must be careful to avoid being manipulated by low-income youngsters. In helping a disadvantaged person adapt to a middle-class occupational role, a worker should aim for accomodation to certain middle-class structures rather than deep internalization of all middle-class values. Finally, it is a necessary action principle for a sincere worker to validate himself or prove his interest and trust in the low-income individual and to overcome, thereby, deeprooted prejudice and antagonism toward the middle class.

19. Goldberg, Miriam L. Adapting Teacher Style to Pupil Differences: Teachers for Disadvantaged Children. N.p.: Horace Mann-Lincoln Institute, Urban Education Project, 1963. (ED 001 425: EDRS Price: MF-$0.25 HC-$1.05 19p.)

Two assumptions underly this paper: 1) A pupil's learning is, in large measure, a function of the kind of teaching to which he is exposed; 2) a variety of "good" teachers, differentially suited by temperament and training, is needed to teach differing groups of students. Studies of teacher performance made the categorizing of teacher style imperative. Style should be categorized according to work orientation, social relations orientation, and personal orientation. Verbal behavior should also be categorized. Teachers and students should be matched; not every teacher is good for every student. A hypothetical model of the successful teacher of disadvantaged pupils was constructed. He must respect his pupils; he must view sympathetically the alien culture of his students; he should be aware of the family structure and the ethnic group and language of his pupils; he should understand how a child's abilities are assessed; he should make the pupils think he can produce; he should be a showman and try a great variety of strategies. Though one person cannot completely achieve this model, teachers can be aided through new courses, laboratory experiences, and special selection. (A bibliography is included.)

20. Liddle, Gordon P., and Robert E. Rockwell. The Kid with Two Strikes Against Him. College Park: University of Maryland; Quincy, Ill.: Quincy Youth Development Commission, 1963. (ED 001 420: EDRS Price: MF-$0.25 HC-$0.45 7p.)

In a ten-year study of 1,200 children living in a midwestern city, it was found that those from deprived backgrounds missed about three times as many days of school as their classmates from upper-middle-class families. Reasons for this situation were poor diet and uncared-for illnesses and accidents. Also the feelings that a child had about himself played an important role. The child's progress at home and school was not watched closely, and he was rarely praised for each new step he took toward maturity. As a result, children began to feel that they were unimportant. In families where the children received little reward for growing more mature, they often turned to daring behavior as a means of gaining attention and relieving the monotony of their lives; fully thirty percent of the underachieving lower-class youngsters were ready to try almost anything. Another reason why deprived children were accident prone was that neither they nor their parents saw the world as governed by cause and effect relationships; instead they felt that the world acts on them and that they could do very little to influence it. In addition to discouraging learning from experience, fatalism led to accidents because, in order to prevent accidents, a person should use foresight. Through parent and child education, many of the hazards in these children's lives could be eliminated.

21. Downing, Gertrude L., et al. The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods (The Bridge Project). Flushing: Queens College of the City of New York, 1965. (ED 002 454: EDRS Price: MF-$1.75 HC-$21.40 426p.)

Reports were presented on procedures used to discover what modifications would more effectively prepare teachers for work in secondary schools in culturally disadvantaged areas. A study of the problems of beginning teachers in a depressed-area junior high school showed that problems arose from the teachers' lack of understanding of lower class culture, from their lack of courses appropriate to the abilities and needs of the children, from their lack of individualization of instruction, and from the strains of functioning under school conditions. The creation of a small school-within-a-school in which three teachers and a coordinator worked with three classes of children for three years produced more pupil-growth in intelligence and achievement than the usual pupil-teacher assignments in junior high school. The reported decline in IQ scores among slum children was found to be an illusion created by the use of an unsuitable test in the sixth grade. A culture-fair group intelligence test predicted growth in school achievement better than the currently used group intelligence tests and was therefore a more accurate indication of the potential of disadvantaged children. The intellectual functioning of slum children was found not to differ fundamentally from that of pupulations on which tests have been standardized. Teachers who administered personality tests to their students reported discovering great immaturity. An exploration of adaptations of curriculum and teaching methods needed to improve instructional effectiveness disclosed such needs as clarity of structure, remedial work, meaningful repetition, and diagnosis and individualization as part of classroom procedures. Studies of the effectiveness of sending undergraduates to work with slum children in after-school centers indicated that this developed greater understanding and more favorable attitudes.

22. Gewirtz, Marvin H., et al. Teaching the Disadvantaged--Summer Institute for Professional Training of Teachers, Supervisors and Administrators. New York: Center for Urban Education, 1966. (ED 011 018: EDRS Price: MF-$0.50 HC-$5.40 108p.)

A seven-week summer institute course for elementary school teachers, supervisors, and administrators who work with disadvantaged children was evaluated by questionnaire. The purpose of the evaluation was to (1) measure the immediate impact of the course on the participants, (2) obtain a self-estimate of the participants' attitudes, (3) explore staff-participant relations, and (4) make recommendations for change. The results showed no measurable change in the participants' optimism or sensitivity about the educability of the disadvantaged child or in a readiness to use nontraditional teaching approaches. However, by the end of the course the participants felt better prepared to teach these students. The evaluators concurred in this judgement and surmised that the participants' confidence had increased during the course. The different objectives of the institute staff and the participants was a source of difficulty in that the staff thought that knowledge of sociological and conceptual theory should have been the primary objective of the course, while the participants were more concerned with the practical knowledge relevant to the situation. It was felt that this summer institute program can be a promising way to reach the disadvantaged by offering their teachers proper orientation about the special problems of these children.

23. Rubin, Irwin. "The Reduction of Prejudice through Laboratory Training," Journal of Applied Behavioral Science 3(March 1967): 29-50. (ED 011 102: EDRS Price: MF-$0.25 HC-$1.25 25p.)

An experiment tested the hypothesis that increases in self-acceptance resulting from sensitivity training have the theoretically predictable but indirect effect of reducing race prejudice. There were fifty volunteers, aged from 23 to 59, eight of whom were Negroes. Most had at least a B.S. degree. They lived together for two weeks meeting in five T-groups, each including at least one Negro. The personality variable investigated was psychological anomy, a feeling of moral emptiness. The total group was randomly divided into two sections. The small group was tested via mail questionnaires two weeks before arrival. The entire group was tested upon arrival and again at the end of the laboratory. Each T-group trainer rated each participant on the questions--(1) to what extent did the person explicitly discuss race relations, and (2) what was the nature of the individual's focus during the T-group. The results of this study suggested that sensitivity training may be a powerful technique in the reduction of race prejudice; however, a certain amount of education seems to be a prerequisite to learning by this method. There were suggestions for further study and a list of references.

24. Barber, Ray W. Ypsilanti Human Relations Program. Ypsilanti, Mich.: Ypsilanti Public Schools, 1967. (ED 016 740: EDRS Price: MF-$0.25 HC-$2.00 38p.)

Attempts were made in the project outlined here to modify teacher attitudes toward Negro children, to equip teachers with skills to do a better job of teaching, to accomplish the same objectives with the school principals, and to survey building needs in terms of continued desegregation in the schools. A core group of teachers with previous experience working with Negro children spent a semester developing recommendations for the whole elementary staff to utilize. During the school year discussion groups were formed on language arts, motivation and self-concept, classroom control, and parent-community relationships; and organizational meetings were held. During the summer eight teachers learned interview techniques and met with parents of fifty-two Negro children to develop a warm one-to-one relationship before school opened in the fall. A final two-day workshop was held to introduce the program to new teachers. After a very good start only a minority of the teachers maintained positive views toward the project. They felt forced to attend meetings which they saw as insulting since "any good teacher knew how to teach all children." Children's reactions, as expressed on tapes, revealed widespread misinformation and resentment, in spite of the fact that teachers did not indicate their feelings to the students. The new teacher orientation produced similar results. The summer program, for which teachers volunteered and were paid a stipend, was much more successful, indicating--perhaps--that real life experiences are more valuable than listening to talks and participating in small discussion groups. The building survey, completed by the University of Michigan Bureau of School Services, indicates a need for several new schools at all levels in the near future. A separate study of the teachers' evaluation of the program is included.

25. Strom, Robert D. The Preface Plan, A New Concept of Inservice Training for Teachers Newly Assigned to Urban Neighborhoods of Low Income. Final Report. Columbus: Ohio State University, 1967. (ED 017 596: EDRS Price: MF-$0.50 HC-$5.75 113p.)

An inservice training program concentrated on increasing the confidence and competence of teachers newly assigned to schools in low income neighborhoods. Twenty-one teachers (nine with no previous teaching experience) who had accepted positions for the following fall were given a six-week summer workshop which included lectures, home visits, films, juvenile court attendance, teaching small groups of children, and speaking with mothers receiving aid to dependent children. Resource teachers who would work with them during the year also attended. The teachers felt more confident at the end of the summer and particularly valued their direct experiences. Resource teachers, building principals, and the project director observed each teacher's classroom during the year and offered help in difficult areas. Monthly inservice meetings were also held. During the school year discipline was viewed as the greatest problem, but it improved as the year progressed. At the end of the year, nineteen of the teachers were ranked by their principals as average or above, and twenty elected to teach in a low income setting, in comparison with the eight who did so at the beginning of the program.

26. Bauman, Reemt, and Edward J. Nussel. Study of Change in Attitude of Participants in Summer Workshops for Teachers of Culturally Disadvantaged Youth. Toledo, O.: University of Toledo, College of Education, [1968]. (ED 028 144: EDRS Price: MF-$0.25 HC-$0.40 6p.)

A need exists for inservice programs for teachers of the disadvantaged which will develop in these teachers attitudes conducive to improving their relationships with inner-city children. To fulfill this objective, a three-week summer institute was planned for forty teachers and ten administrators in 1966 (group one) and forty teachers in 1967 (group two) with courses in the social psychology of the disadvantaged; communication, linguistics, and group processes; and the nature of value and attitude change. The Minnesota Teacher Attitude Inventory was administered as a pretest during the initial meeting of each group, as a posttest on completion of the program, and as a resiliency test six months after completion of the program. Results showed that while postinstitute scores are encouraging when compared to preinstitute scores, there was a regression in both groups to preinstitute levels after six months. It would appear that this regression occurred because of a resistance to change in the institutional structure of schools, and that a need exists for organizational change to implement institute-inspired innovation.

27. Arizona State University, College of Education. Teaching Teachers To Teach the Disadvantaged; Study of Attitude Change. Tempe, 1968. (ED 024 748: EDRS Price: MF-$0.50 HC-$3.35 65p.)

A study was conducted to evaluate the effectiveness of the 1966-67 Title I inservice teacher training programs in changing teacher attitudes. Data were obtained from an experimental group of teachers, instructional leaders, and consultants in the Greater Southwest. The aims of the evaluation were (1) to measure changes in the semantic-differential meaning that the teachers attributed to certain concepts (differences between teachers who had previously received training during the 1965-66 year and those who had not were also compared), (2) to measure their personality characteristics, (3) to determine the actual correlation between changes in meaning (primarily attitudes) and teacher characteristics. The criterion instrument was a semantic-differential device which measured the evaluative meaning. One projective test and four nonprojective instruments were additionally used to correlate measures. The results generally showed that ESEA Title I inservice training changed the attitudes of the teachers and leaders toward educationally disadvantaged children, especially migrant children, but had no effect on the attitudes of the consultants.

28. Chick, Joyce M. A Special Desegregation Training Institute for Counselors: Race, Culture and Interracial Group Processes. Technical Report. Tallahassee: Florida State University, Department of Counselor Education, 1968. (ED 021 278: EDRS Price: MF-$0.50 HC-$5.70 112p.)

Negro and Caucasian secondary school counselors from the school districts of North Florida and South Georgia were given the opportunity to extend their knowledge of each other's race. The counselors were provided with actual experience, through interracial group processes, that enabled them to increase their skills in communicating with persons of other races. Through small group interaction, opportunities for individual self-exploration and self-understanding were provided. The program was designed to provide the participants with integrated practicum and academic experiences. Sociology studies, a practicum in interracial group processes, and basic encounter groups were part of the program. A post-evaluation workshop was held. Results seemed to be gratifying. Group spirit had been developed with no regard to race. Task oriented groups studied the problems of desegregation. There was a high degree of participant interest.

29. Haubrich, Vernon. Obstacles to Change: The Westchester Report. Occasional Paper Four, The NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education; Muncie, Ind.: Ball State University, 1968. (ED 033 894: EDRS Price: MF-$0.25 HC-$0.25 3p.; also available from AACTE, 1 Dupont Circle, Washington, D.C. 20036--35¢ cash)

A follow-up study was made of a 1966 summer retraining program designed to increase the range of teacher competencies in dealing with disadvantaged youth within the classroom and teacher understanding of the concerns of parents of disadvantaged youth as a major means of effecting

educational change. The four-week program involved about 150 teachers and supporting personnel in guidance, reading, and administration in a practicum in which four two-member teams were assigned to each of twenty classes of 15-20 students. Each team planned units of work, observed other teams, taught, evaluated teaching, reviewed display materials, and met with parents of children. The follow-up consisted of focused interviews in November 1966 and February 1967 with a representative sample of 72 participants. Findings revealed that many if not all of the plans of the summer had been forgotten under the press of events and that few changes were carried over into the regular year by either teachers or non-classroom personnel. The insularity of the school from the homes of disadvantaged youth was particularly noteworthy. Implications included these: School structure molds the outlook of school personnel with regard to teaching and learning and with regard to professional relationships--which are governed more by power of hierarchy than by focus on the teaching situation. Retraining should include the regular school program and involve all individuals to be affected by proposed changes.

30. Miller, Harry L. Urban Education: The Effect of Information on Student Beliefs about the Slum School. New York: City College of New York, Hunter College, 1963. (ED 001 754: EDRS Price: MF-$0.25 HC-$1.10 19p.)

Because of the teacher's fear of difficult schools, his resistance to teaching in them, and his lack of understanding for the lower class child, Hunter College's Project TRUE set up a program orienting education students to lower class culture. The students' reactions were studied to determine whether or not their negative attitudes changed. Four one-hour sessions over four weeks featured a panel of several teachers; each session was devoted to one topic: 1) discipline, 2) family and neighborhood backgrounds, 3) how children learn, 4) how the schools help the beginning teacher. To determine students' attitudes, tests were given before and after the sessions. Results showed that both the experimental and the control groups were solidly middle class. However, the experimental group shifted toward a more positive attitude while the control group became more negative. A separate analysis of the experimental group showed little difference from the control group in regard to background or values. The only marked difference was that the experimental group attended more sessions than did the control group. It was concluded that such sessions were useful. Education students, exposed to positive communications from people working in lower socioeconomic area schools, become tolerant and flexible.

31. Massarik, Fred. A Sensitivity Training Impact Model--Some First (and Second) Thoughts on the Evaluation of Sensitivity Training. Explorations in Human Relations Training and Research, Number 3. Washington, D.C.: National Training Laboratories, 1965. (ED 011 990: EDRS Price: MF-$0.25 HC-$2.65 53p.; also available from publisher at: 1201 16th St., N.W., 20036--$2.00)

The author states that sensitivity training has become a widely used and discussed training method, but there has been little unity in research approach. The purpose of this paper is to develop a comprehensive framework that may order existing sensitivity training research and guide future research efforts, using the Sensitivity Training Impact Model (STIM).· This model considers three sets of human change through time--pretraining, training, and post-training experience. STIM follows the initial total population, preselecting potential participants, the selection funnel through which some of them move before becoming ready to take part in the program, and the intake process leading to final selection. Both for trainees and trainers, key psychological and social variables to be considered in research are classified in terms of an interpersonal matrix and an intrapersonal matrix. Measurements of both matrixes provide social entities, such as organizational, family, and friendship relationship patterns. A graphic version of STIM and extensive references and footnotes are included.

32. Birnbaum, Max, and Leon B. Wolcott. "Human Relations Education for Teachers through the Institute X Type Course," The Journal of Education Sociology 23(October 1949): 78-96. (ED 002 021: EDRS Price: MF-$0.25 HC-$1.05 19p.)

The authors maintain that the most effective medium for inservice education of teachers is the summer workshop. The course was an institute involving an instructor-coordinator as well as specialists. The areas covered were anthropology, sociology, child study, human development, psychology, social psychology, psychiatry, and curriculum development. The area of child study emphasized the child in his total social setting. The use of sociometric techniques afforded an effective way of studying the structure and dynamics of children's groups, as well as of studying the behavior of children. Other ways of studying child development included anecdotal records, the use of nondirective interviews, and the study of family and community backgrounds. Problems involved in conducting the institute-type course in human relations included the proper use of personnel, permissiveness in the class situation, the use of consultants, and the discovery of the major needs of the group. Evaluation of the summer workshop showed that the general morale and reactive behavior of the participants appeared to be superior to that encountered in traditional courses. Back in the classroom, the teachers who had participated in the workshop felt that problem children had overcome some of their problems, that classrooms had become more permissive, and that they could adapt literature to dealing with problems in human relations.

33. Khanna, J. L. An Evaluation of the Human Relations Training Program. Cookeville: Tennessee Technological University, 1969. 113p. (ED 032 965: EDRS Price: MF-$0.50 HC-not available due to marginal legibility of original document)

A Human Relations Training Program conducted with an experimental group of 150 educators from the Upper Cumberland Region in Tennessee is

evaluated in this document. In an effort to assess the effects of the program, internal and external criteria, and matched control groups were utilized. The Personal Orientation Inventory, F Scale, Semantic Differential, Leary's Interpersonal Checklist, and the Motivation Analysis Test were used to measure internal criteria. Ryan's Rating Scale, the Michigan Picture Test, and the Leary Interpersonal Checklist were used to measure external criteria. A factor analysis was attempted to explain differential changes in behavior over a period of time. It was found that educators exposed to Human Relations Training become less authoritarian and more self-actualized. They develop better interpersonal relationships in addition to developing greater self-insight and leadership skills. These individuals were also perceived more positively by their supervisors and their students. A detailed discussion of the measurement instruments utilized and numerous statistical tables are also included.

34 Hood, Paul D., and James N. Johnson. The Development and Evaluation of a Television Workshop in Human Relations. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1969. (ED 033 173: EDRS Price: MF-$0.50 HC-$6.05 119p.)

A television workshop in human relations for teachers and other school staff was developed as a cooperative project involving the San Francisco and Oakland, California, public schools, a unit of the University of California, the Far West Laboratory for Educational Research and Development, and KQED, the area's educational television station. This pilot project used the technique of audiovisual dramatizations of human relations problems relevant to these inner city schools. Group discussion or role playing followed the viewing of each film program. The report describes the development of the videotapes, the five programs, the discussion leaders and viewers guides, and various other components. One section presents an evaluation of the workshop in terms of context, input, process, and product. The results of this performance field test point to the utility and value of the programs which will be revised and improved on the basis of information collected from the evaluations.

35. Gewirtz, Marvin H. Teacher Training and Reading Institutes in Poverty Area School Districts. Evaluation of ESEA Title I Projects in New York City, 1967-68. New York: Center for Urban Education, Educational Research Committee, 1968. (ED 034 007: EDRS Price: MF-$0.25 HC-$1.80 34p.)

The 1967-68 Teacher Training and Reading Institutes constituted the third cycle of a program funded under Title I of the 1965 Elementary and Secondary Education Act, and performed under contract with the New York City Board of Education. The main objective of the training institutes was to provide teachers with training and insights particularly relevant to the teaching of disadvantaged children, primarily designed for the new and inexperienced teacher, but also serving as refresher programs for the experienced. The evaluation of the institute described in this report is based on extensive observations of the teacher-training workshop into districts in order to achieve an

objective view of the program. The findings covered (1) the institute planning and structure, encompassing supervision and support, coordination at district level, program planning and the schedule of the institutes; (2) the staff; (3) the trainees; and (4) program implementation. That the institutes were not uniformly successful in achieving the program objectives is principally adduced to the incomplete decentralization process the program underwent during its operational period.

36. Richmond Public Schools. Inter-Racial Inservice Program Designed To Increase the Educational Opportunities of the Children in the Richmond Public Schools. Richmond, Va., 1967. (ED 020 997: EDRS Price: MF-$0.75 HC-$6.70 132p.)

This report describes an interracial inservice training program for administrative, supervisory, and instructional personnel in the Richmond, Virginia, public schools. The general objectives of the program were to strengthen interracial understandings among participants, to develop their leadership qualities, and to provide training in reading, speech, mathematics, and science instruction. Participants were also counseled in personal speech improvement. The opinions of program instructors, principals, and participating teachers were used to evaluate the program. They felt that the program successfully accomplished its objectives. Increased teacher morale, a better understanding of the total school program, and a more efficient instructional program were also evident. Recommendations for the reading program, opinionnaires, and other relevant material are appended. The superintendent's annual report and a staff news bulletin are also included in the report.

37. Los Angeles City Board of Education, Research and Development Section. Los Angeles Unified School District ESEA Title I Components--Summer 1968. Evaluation Reports. Los Angeles, Calif., 1968. (ED 025 801: EDRS Price: MF-$1.25 HC-$16.75 333p.)

This volume contains evaluation reports of programs implemented primarily during the summer of 1968, in the Los Angeles Unified School District, funded through Title I of the Elementary and Secondary Education Act. Elementary level programs concentrated on educational enrichment, the development of staff in the areas of human relations and instructional techniques, and the development of new curriculum materials. Programs at the secondary level emphasized instruction, curriculum, and counseling workshops, an incentive program for students with foreign language backgrounds, and a pilot administration-training component. Special education efforts were focused on experimentation and development of the assessment-service center concept. Supportive services efforts were directed toward neglected and delinquent youngsters housed in institutions, multicultural leadership camp programs, and the strengthening of school-community relations through conversational Spanish workshops, a human relations workshop, teacher training in the coordination of volunteer services, and a guide for education aides.

38. Coggins, J. R. Inter-Racial Inservice Program Designed To Increase the Educational Opportunities of the Children in the Randolph County Schools, July 1, 1966-June 30, 1967. Asheboro, N.C.: Randolph County Schools, 1967. (ED 025 564: EDRS Price: MF-$0.25 HC-$1.80 34p.)

Reported is an inservice workshop program for the faculty of the schools of Randolph County, North Carolina. The major objectives of the workshops were to improve the instructional program in the newly desegregated schools and to aid the staff in adjusting to integration. The progress report contains discussions of teaching in the desegregated schools and the use of communications media to increase local public support for the schools. Also described are the workshops in language development, communication skills, and reading improvement. A conference for school personnel was devoted to leadership development. An evaluation states that the inservice program was "highly successful."

39. Preuss, William J. The Initiation and Evaluation of a Human Relations Program Conducted by Teacher Training Students in an Elementary School. Final Report. Seward, Neb.: Concordia Teachers College, 1969. (ED 033 091: EDRS Price: MF-$0.50 HC-$6.00 118p.)

An experimental human relations program was conducted in which sophomore teacher trainees were stimulated to develop one-to-one relationships with elementary school children. The basic objective was to enhance the development of acceptance of self, acceptance of others, and acceptance by others in both the trainees and the children. It was theorized that human relations instruction plus counseling would result in greater attitudinal change than would result from instruction only, or no instruction. There were four treatment conditions: (1) previous human relations training, (2) lecture and small group discussion in each of ten areas of human relations principles, (3) individual and group counseling, (4) development of a relationship with a child randomly matched with the trainee. Four instruments were administered to trainees and four to students to measure self-concept, interpersonal values, attitudes, and personality. Although the analysis of posttest data did not produce statistically significant results, the study demonstrated that positive attitudinal and behavioral change can be transmitted from instructor to student to child through the approach utilized. (Included are the nonstandard instruments used, an outline of the instructional program, recommendations for program implementatation, and bibliography.)

40. Hough, John B. The Dogmatism Factor in Human Relations Training of Preservice Teachers. Chicago: American Educational Research Association, 1965. (ED 002 418: EDRS Price: MF-$0.25 HC-$1.05 20p.)

Research is presented designed to study the effectiveness of programed human relations training in improving the human relations skills of preservice teachers and to study the effects of dogmatism on the

learning of human relations skills. Two hundred thirty preservice teachers constituted the subjects. Matched study groups were tested both before and after instruction to assess human relations skills. It was concluded that the Human Development Institute (HDI) General Relationship Improvement Program can teach human relations skills to preservice teachers, especially when instructional sessions are spaced one week apart, and that highly dogmatic subjects with relatively closed belief-disbelief systems make less gain in human skills than others, particularly in the area of emphathic understanding.

41. Madison Area Project. Preparation of Teachers for Urban Areas. New York, n.d. (ED 001 675: EDRS Price: MF-$0.25 HC-$0.90 16p.)

The program will concentrate on extending sociological knowledge and understandings through the study of such disciplines as social psychology, anthropology, and educational sociology and psychology. In addition, first-hand laboratory experiences with culturally disadvantaged children in school and community situations will supplement the academic portion of such preparation. Student teaching will not be limited to one classroom situation. Two levels of team teaching will be used: the trainee will be included in a team composed of a variety of social workers, and interns will be placed with a team of teachers in a specific subject area.

42. Yeshiva University, Graduate School of Education. Training Program in Project Beacon for the Preparation of Preservice and Inservice Personnel Work in Socially Disadvantaged Community Schools. New York, 1963. (ED 001 537: EDRS Price: MF-$0.75 HC-$7.25 137p.)

Project Beacon's training programs were for the preparation of preservice and inservice personnel to work in socially disadvantaged community schools. Those involved were teachers of regular and special classes, administrators and supervisors, guidance specialists, therapeutic educators, school psychologists, and educational psychologists. The characteristics and needs of learners in socially and culturally disadvantaged communities were presented. Included were styles and modes of perceptual habituation, utilization of abstract symbols, and degree and direction of motivation. Also discussed was the problem of conventional teacher training programs as to their adequacy to prepare educational personnel to work with disadvantaged children. Implications of characteristics and needs of learners in socially and culturally disadvantaged communities involved the areas of home, school, and community analysis, child appraisal, and psycho-educational processes. Included were two illustrative outlines on the history of educational thought and educational psychology in addition to outlines of training programs in the departments of curriculum and instruction, special education, educational psychology, and guidance. A bibliography accompanies the text.

43. Jablonsky, Adelaide, et al. Imperatives for Change; New York State Education Conference on College and University Programs for Teachers of the Disadvantaged (Yeshiva University, April 10-11, 1967). New York: Yeshiva University, Ferkauf Graduate School, 1967. 122p. (ED 012 271: Document not available from EDRS)

These proceedings report nineteen discussion debates, each represented by a number of papers in four major areas--(1) concern for attitudes and behavior (administrative commitment, cooperative college-school system efforts, culture shock, staff and student attitudes and behavior, and sensitivity training), (2) concern for people (teaching ethnic groups, selecting students, human resources, involving community and parents, and learning from special programs), (3) concern for techniques (preservice student teaching, equipment, and innovative methods), and (4) concern for special curriculum aspects (philosophical and psychological bases, role of the humanities, reading and language arts, and bilingualism). The formal papers are followed by a reaction summary of "imperatives for change," and a directory of current New York State collegiate programs for teachers of the disadvantaged.

44. Springfield Public Schools. A Committee Report Based on Staff Discussions Following a Series of Lectures on Human Relations and the Culturally Deprived. Springfield, Mass., 1964. (ED 001 524: EDRS Price: MF-$0.25 HC-$1.50 28p.)

Success for the culturally disadvantaged is improbable because of several factors--poor self-image, background and values alien to school standards, low aspirations (by middle-class standards), and indifferent parents and/or unstable home conditions. Some of the programs already established to combat these problems are New York's Higher Horizons, New York State's Project ABLE, and Boston's Action for Boston's Community Development (ABCD Project). Specific immediate, medial, and long-range suggestions are offered for developing an awareness of human relations and the culturally disadvantaged. Immediate suggestions involve teacher-pupil relations, publicity materials, and supplies. Medial suggestions include resource people, supplies, and materials. Long-range suggestions involve parent education, administration, guidance, and curriculum. The committee recommends summer school programs and teacher workshops.

45. Rodriguez, Celia V. Characteristics and Needs of Disadvantaged Children; An Instructional Bulletin. Los Angeles, Calif.: Los Angeles City Schools, Division of Instructional Planning and Services, 1968. (ED 024 725: EDRS Price: MF-$0.50 HC-$3.35 65p.)

A publication prepared for use by elementary school teachers in Los Angeles offers background information on disadvantaged children. Discussed in three sections are some viewpoints on this population, their characteristics and needs, and some suggested activities. A final section offers a selected annotated bibliography.

46. Johnson, Kenneth R. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit I: The Culturally Disadvantaged Pupil--Part I; Unit II: the Culturally Disadvantaged Student--Part II. Chicago: Science Research Associates, Inc., 1966. (ED 029 927: EDRS Price: MF-$0.50 HC-$3.50 68p.)

The goal of this series of inservice teacher education units is to help classroom teachers understand the disadvantaged, to suggest promising teaching techniques and approaches, to stimulate thought and discussion among teachers, and to improve human relations throughout the field of education. The first unit identifies the disadvantaged student and discusses his educational needs, the attitudes and roles of teachers, and the nature of the learning process; the second unit describes specifically the social and psychological characteristics of the disadvantaged student, concentrating particularly on his learning style. In each of these units the major points are summarized and questions for discussion and a bibliography are included. For other units in this series see #47-52.

47. _____. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit III: The Culturally Disadvantaged Negro Student. Chicago: Science Research Associates, Inc., 1966. (ED 029 928: EDRS Price: MF-$0.25 HC-$1.75 33p.)

The third of a series of teacher education units on teaching the disadvantaged contains material specifically about the Negro student. Reviewed are the scope and significance of the problem of educating these students, with some brief remarks on their location. The factors which contribute to the cultural deprivation of Negroes are described--slavery, discrimination, the development of Negro subculture, particular features of the Negro family, the ghetto, and the Negro self concept. The concluding section discusses the aspects of the teacher's role which are specific to the education of the disadvantaged Negro student. The major points of the unit are briefly summarized, and questions for discussion and a bibliography are included. For other units in this series see also #46, 48-52.

48. _____. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit IV: The Culturally Disadvantaged Mexican-American, Puerto Rican, Caucasian, and American Indian Pupil. Chicago: Science Research Associates, Inc., 1967. (ED 029 932: EDRS Price: MF-$0.25 HC-$1.80 34p.)

The fourth in a series of teacher education units on the disadvantaged pupil discusses Mexican Americans, Puerto Ricans, Appalachians and Southern white migrants, and American Indians. It is noted that the Negroes and whites are members of a subculture of the dominant culture, whereas the Spanish-background and Indian pupils are products of different cultures and are faced with the added problem of straddling both cultures. The two Spanish-background ethnic minorities share a number of characteristics, but teachers should also be aware of the

differences. The Puerto Ricans, for example, are urban and not so strongly tied to their cultural roots as the Mexican Americans. The Indians, Puerto Ricans, and Mexican Americans are also educationally handicapped by their foreign language backgrounds. The whites are more indifferent to schooling and present greater discipline problems. Assimilation and acculturation are probably hardest for the Indian students whose cultural background is the most different from that of traditional education. A summary, discussion questions, and a bibliography are included. For other units in this series see #46-7, 49-52.

49. _____. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit V: Teaching the Culturally Disadvantaged Student--Part I. Chicago: Science Research Associates, Inc., 1967. (ED 029 931: EDRS Price: MF-$0.25 HC-$1.65 31p.)

The fifth in a series of teacher education units emphasizes the specific problems of teaching disadvantaged students. Discussed are research and its relationship to classroom teachers, the need for research about pupils, the teacher-pupil relationship, and the instructional program. One section of the document is devoted to ways in which teachers can gain knowledge and understanding of disadvantaged students. Suggested methods are reading, inservice courses, and observation in the classroom and in the community. A summary, questions for discussion, and a bibliography are included. For other units in this series see #46-8, 50-52.

50. _____. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit VI: Teaching the Culturally Disadvantaged Student--Part II. Chicago: Science Research Associates, Inc., 1967. (ED 029 933: EDRS Price: MF-$0.25 HC-$2.10 40p.)

The sixth in a series of teacher education units continues a discussion of specific problems faced by teachers of disadvantaged students. Stressed in this document are the teacher's role in working with the parents of these students. Also discussed are compensatory programs and those which use a curriculum content relevant to and derived from the cultural background of the disadvantaged. One section of the document focuses on such classroom management aspects as the classroom environment, student motivation, classroom procedures, discipline, and human relations. A summary, questions for discussion, and a bibliography are included. For other units in this series see #46-9, 51-52.

51. _____. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit VII: Improving Language Skills of the Culturally Disadvantaged. Chicago: Science Research Associates, Inc., 1967. (ED 029 930: EDRS Price: MF-$0.25 HC-$2.30 44p.)

The seventh in a series of inservice teacher education units is devoted to improving the language skills of disadvantaged students. Part I discusses standard and nonstandard English, and the structural and functional interferences posed by the language systems used by disadvantaged pupils. Part II is devoted to the dialects used by Negro and Appalachian pupils, Negro slang, and techniques which are effective for teaching standard English. Included are two sample lessons. Part III focuses on the language problems of Mexican American children posed by their bilingualism. The important points presented in the unit are summarized, and discussion questions and a bibliography are included. For other units in this series see #46-50, 52.

52. _____. Teaching Culturally Disadvantaged Pupils (Grades K-12). Unit VIII: Improving the Reading and Writing Skills of Culturally Disadvantaged Students. Chicago: Science Research Associates, Inc., 1967. (ED 029 929: EDRS Price: MF-$0.25 HC-$1.85 35p.)

The last of a series of teacher education units discusses techniques for teaching reading and writing to culturally disadvantaged students. The poor reading ability of such students is related to their cultural backgrounds which prepared them inadequately for reading instruction in a middle-class oriented curriculum. Therefore, remedial instruction must supply some of this preparatory experience. Pupils ought to be able to hear and speak the language before they are taught to read. Reading lessons should include the components of motivation, vocabulary, guided silent reading, discussion, oral rereading, and follow-up. Writing is the most difficult language skill to teach these students, so instruction should progress from speaking to reading and writing. A summary, some discussion questions, and a bibliography are included. For other units in this series see #46-51.

53. ERIC Clearinghouse on Adult and Continuing Education. Human Relations--Training and Research, Number 1. Current Information Sources, Number 10. Syracuse, N.Y.: Syracuse University, 1968. (ED 016 159: EDRS Price: MF-$0.25 HC-$1.20 22p.)

This annotated bibliography presents thirty-six citations of the more current literature on human relations training and research, most of them with abstracts. The abstracts have been grouped as research and research reviews, monographs and reports, and journal articles. The documents are mostly dated 1966 and 1967.

54. New York City Board of Education, Human Relations Unit. Bridges to Understanding: Teacher Orientation Aids. 1965. (ED 001 941: EDRS Price: MF-$0.50 HC-$3.40 64p.)

The Integration Program of the New York City schools has two objectives: desegregation, to accomplish a better ethnic distribution of pupils; and improvement in achievement of pupils handicapped educationally by

social and economic forces. These objectives can be realized only if the entire school staff is able to meet the human relations needs which will inevitably arise. There are many aspects of the culturally different child which teachers need to understand. A knowledge of the history and development of the Negro race in America and of the unfounded myths which have arisen about Negroes is important. There are many stereotypes, derogatory phrases, and professional terms which are negative in tone, of which teachers should be aware so that they can avoid these in parent-teacher conferences. The self-image of a minority group is extremely important in determining the child's motivation for school work. Inspirational teaching and guidance by motivated staff members is a means of helping the child improve a negative self-image. Knowledge of the adjustment problems of Puerto Rican New Yorkers and of other immigrant groups which reside in the city can help a teacher appreciate the need for extending democratic principles to the many groups in our culturally pluralistic society. Discussion questions, a book list, and suggested instructional films on many aspects of human relations are included as teacher aids.

55. Oakland Public Schools. Cultural Diversity: Library and Audio-Visual Materials for Inservice Education. Oakland, Calif., 1964. (ED 001 559: EDRS Price: MF-$0.25 HC-$2.55 43p.)

The Teachers' and Professional Library and the Audio-Visual Department have materials which are valuable to the teaching and administrative staffs of the Oakland Public Schools. Materials are designed to help students of lower socioeconomic groups develop a realization and respect for their individual worth along with a respect for the worth of others. Library and audiovisual materials are listed for each of four topic areas: 1) "Background and History" of minority groups in America, 2) "Social Problems" of the minority groups, 3) "Educational Programs: Types and Techniques" which have been devised to overcome these problems, and 4) "Sources and Bibliographies" of material relevant to the problems of the lower socioeconomic groups.

C. Classroom Activities Promoting Student Human Relations

56. Beauchamp, Mary-Llewellyn Ardelle, and Vivenne Worley. Building Brotherhood: What Can Elementary Schools Do? New York: National Conference of Christians and Jews, n.d. (ED 001 996: EDRS Price: MF-$0.50 HC-$3.60 66p.)

Brotherhood in the public elementary school should encourage the appreciation and utilization of the differences as well as the similarities of people. Children can be taught to understand the basic tenets of brotherhood through such methods as reading appropriate literature and role-playing. Measures outside the classroom

involve student organizations--widespread leadership in those organizations in which the equal dignity of individuals is maintained. Good relationships between the school and the community should be advocated. The superintendent should develop democratic human relations through his dealings with the school board, the teachers, and the community. The parents, as well as the school staff, are responsible for giving leadership to sound intergroup education.

57. New York State Department of Education. Intergroup Relations--A Resource Handbook for Elementary School Teachers, Grades 4, 5, and 6. Albany: University of the State of New York and State Education Department, 1963. (ED 001 543: EDRS Price: MF-$0.50 HC-$3.95 48p.)

In improving educational opportunities it is important to provide a better knowledge and a broader understanding of minority groups. Such methods and techniques include the use of films, literature, and community resources. These materials should provide new insights for teaching students to understand, accept, and respect individuals who come from cultural backgrounds which are different from their own. To build understanding in the classroom and assembly, four areas must be considered: teacher preparation, school subjects and practice, learning experiences in subject fields, and assembly programs. A bibliography for both children and teachers concerning intergroup relationships is listed, as are intergroup relations agencies.

58. Lott, Albert J. and Bernice E. Influence of Classroom Group Cohesiveness on Learning and Adherence to Standards. Lexington: University of Kentucky, Kentucky Research Foundation, 1964. (ED 001 125: EDRS Price: MF-$1.00 HC-$12.70 247p.)

Results indicate that the degree of liking (group cohesiveness) among elementary school children has a significant influence on aspects of pupil behavior. In the theoretical framework of reinforcement learning theory, investigation of relationships between cohesiveness (a group variable) and individual behavior can lead both to a better general understanding of group processes and to the achievement of teaching goals by the classroom teacher. A positive relationship was found between learning and cohesiveness for high but not for low IQ student groups. No relationship was found between cohesiveness and task persistence. It was found that the greater the cohesiveness, the more individuals within the group will adhere to common standards. Finally, it was demonstrated, but not unequivocally, that, in a simulated classroom setting, positive attitudes of pupils toward one another are positively related to their receipt of reward within that setting and within one another's presence.

59. Heaton, Margaret M. Feelings Are Facts. Intergroup Education. New York: National Conference of Christians and Jews, 1951. (ED 002 009: EDRS Price: MF-$0.50 HC-$3.40 64p.)

Because education should help children become mature and well-adjusted people, concern about feelings has always been important to teachers.

No teacher is called upon, however, to assume the role of therapist. What the teacher can do is take cognizance of feelings as an important factor in learning and make a place in her classroom activities for the development of social sensitivity. There are four main tasks for the teacher who seeks to promote better relations among pupils of different backgrounds thorugh observations of ordinary behavior, the community situation, and home life. First, diagnosis should help in understanding children's reactions in a given situation. Second, feelings must be brought out into the open. Having children write on such topics as "what makes me mad," "what I am afraid of," and "what makes me happy" and guiding discussions of picture stories are ways to bring out feelings. The third task involves rearranging school and classroom situations to give the students new motivations, new goals, and new feelings. (Concrete examples of methods of changing different students' feelings, the relationship of individuals, and the morale of groups are cited in the document.) The last task is the actual teaching about feeling. Discussions of family life, of contributions of great people from all races, of problems of newcomers, and of stereotypes are aids to teaching.

60. B'nai B'rith, Anti-Defamation League. Prejudice and Discrimination: A Resource Unit for Teachers and Group Leaders. New York, 1964. (ED 001 984: EDRS Price: MF-$0.25 HC-$1.55 31p.)

American public schools are confronted with the necessity of teaching about prejudice and discrimination as facts of life, as conditions which prevent the full development of every person, and as problems which must be solved if democracy is to function here and be accepted around the world. An outline on the subjects of prejudice and discrimination is provided for the teacher planning a unit in this area. Democratic principles and values, vocabulary words associated with prejudice in children, the effect of prejudice on the individual, historical cases of discrimination, effects of discrimination, racial and religious bigotry, human relations agencies, and national historical documents are among the subjects mentioned as valuable in an effective unit of study. In planning for the teaching of the above subjects, activities that should be considered as effective teaching techniques include teacher lectures, class discussions, films, records, TV and radio programs, committee work, panel discussions, reading of appropriate books and periodicals, field trips, creative writing, role-playing experiences, student interviews with adults in the community, talks by community resource persons, and assembly programs. These and other activities used in the unit should encourage pupils to develop a personal code of behavior, to make new friends across racial and ethnic group lines, to challenge stereotypes, to write letters praising TV and radio programs which promote good intergroup relations, and to refrain from telling or spreading stories which present unfavorable images of minority groups.

61. United Nations. Teaching Human Rights: A Handbook for Teachers. New York: U.N., Office of Public Information, 1963. (ED 002 000: EDRS Price: MF-$0.50 HC-$4.05 79p.)

Unlike classroom instruction in the traditional disciplines, the teaching of human rights does not involve the memorizing of texts or acquisition of problem-solving skills; it is rather a matter of creating basic attitudes of tolerance and goodwill in the receptive minds of children. An understanding of the experiences and problems encountered by dedicated teachers in different parts of the world as they try to teach human rights will hopefully inspire teachers in other countries to devise their own experiments in this important field of endeavor. A two-year project was enacted in a girls' secondary school in Ecuador to draw attention to the local and national scene in that country as a means of developing knowledge of human rights and a concern for those whose rights were being denied. The theme of the program was "the rights of women." Field work and inquiries were made as to the status of women in different regions of the country. Every opportunity was also taken to study the place of women in other cultural areas and in other times. Other projects discussed include a British secondary school "project-study" of human rights, a Japanese effort to combat prejudice against Koreans, a Canadian secondary school study of the race question, and the Higher Horizons Program of New York City.

62. Sobel, Morton J. "Resource Materials on Intergroup-Relations Education" in Theory into Practice: Intergroup-Relations Education. Volume 2. Howard J. Ehrlich, ed. Columbus: Ohio State University, College of Education, Bureau of Educational Research and Services, 1963, pp. 172-80. (ED 002 567: EDRS Price: MF-$0.25 HC-$0.55 9p.)

Presented is a wide-ranging discussion of resources available to educators concerned with improving intergroup-relations education. Audio-visual materials are available as well as recordings and filmstrips. Audience participation techniques such as role-playing and the "rumor clinic" are described. Books available for administrators and staff are: Intergroup Education in Kindergarten -Primary Grades, Teaching and Learning the Democratic Way, The Jim Crow School--North and West, and Challenge to America. Book lists given are: Reading Ladders for Human Relations and About One Hundred Books: A Gateway to Better Intergroup Understanding. Specific materials for elementary school children mentioned included films, choral readings, and books. Specific materials for secondary school pupils are included also. Periodicals, research bulletins, and names of organizations which can supply materials relevant to intergroup relations are listed.

63. Van Til, William. Prejudiced--How Do People Get That Way? New York: B'nai B'rith, Anti-Defamation League, n.d. (ED 001 983: EDRS Price: MF-$0.25 HC-$2.00 32p.)

Written for the elementary school level, a series of simple stories is presented. These are intended to illustrate concepts in the development and maintenance of the prejudicial and discriminatory attitudes of our time. A series of learning experiences may be developed using the stories as a tool. The following headings are given: "School opens for everybody," "The evil that prejudice does," "Prejudice is learned, not inherited," "The circle of prejudice can be broken," "Great world ideas oppose prejudice," "Personality and prejudice," and "What you can do about it." Bibliographies are included.

64. New York City Board of Education, Human Relations Unit. Bridges to Understanding: Teacher Orientation Aids. New York, 1965. (ED 001 076: EDRS Price: MF-$0.25 HC-$1.70 32p.)

Teacher aids to help students develop a greater understanding of other people are given. After presenting a background on the Negro's role in American history, the guide offers a set of discussion questions. A section on the Puerto Rican is offered in the same format. Guides on teaching the culturally different child are presented emphasizing the home-school partnership. A booklist on human relations and a list of instructional films are appended.

65. Pennsylvania State Department of Public Instruction, State Committee on Human Relations. Our Greatest Challenge: Human Relations Guide to Intergroup Education in School. Harrisburg, 1962. (ED 001 035: EDRS Price: MF-$0.50 HC-$3.00 57p.)

The classroom techniques for intergroup education are divided between elementary and secondary grades. In elementary grades, special techniques are applied to social studies, language arts, science, mathematics, art education, music education, health, and physical education. The techniques in the secondary schools are applied to U.S. History, world history, world cultures, civics, problems of American democracy, geography, economics, English, modern foreign languages, science, mathematics, vocational arts, music, and physical education. Group life in school as well as intergroup relations are explained. The role of the teacher and the administration are presented.

66. Price, Roy A., et al. First Year Human Relations Project. Final Report. Syracuse, N.Y.: Syracuse City School District and Syracuse University, Social Studies Curriculum, 1969. (ED 032 595: EDRS Price: MF-$0.50 HC-$5.05 99p.)

The Human Relations project grew out of the felt and expressed need of students in Syracuse, New York, who indicated a desire to have a course within the regular structure of the school which would help them deal with interpersonal and interracial relations. A formal,

one-half credit course, offered on a pass-fail basis was developed. The general objective of the course was "to improve race relations and general interpersonal relations among high school students in each of the four city high schools." Four teachers planned the course with two ideas: the students should do the main planning and should be involved in the course. Methods, content, structure, and conferences are explained. Teachers felt that one outcome was an increased ability on the part of most students to communicate with other students. It is concluded that the Human Relations Course should be continued but that changes in its present format and objectives are needed.

67. Mighican State Curriculum Committee on Better Human Relations. People Make Other People Important. A Human Relations Guide for Classroom Teachers Bulletin No. 2150. Lansing, 1962. (ED 025 544: EDRS Price: MF-$0.50 HC-$3.90 76p.)

A handbook prepared for Michigan teachers offers guidelines for education in human relations. Described are ways by which teachers can help children to accept each other, to recognize the basic human similarities, and to learn from the cultural differences of their classmates. Religious differences, classroom routines, the culturally homogeneous class, and intergroup relations activities in Michigan school systems are also discussed. The sections contain suggested activities and include references to books, films and filmstrips, and sources of information for teachers.

68. Potter, Robert R. Developing Original Materials in Reading (A Guide for Teachers). New York: City University of New York, Hunter College, n.d. (ED 020 445: EDRS Price: MF-$0.50 HC-$4.35 85p.)

Guidelines for the preparation of original instructional materials for disadvantated youth are presented. The teacher should begin with a clear statement of purpose and should be guided by the observed needs, interests, experiences, and capabilities of the children for whom the materials are intended. The materials should be readable in terms of the stated purpose rather than in terms of readability formulas. Decisions on vocabulary load, sentence length, and complexity should depend on the teacher's own judgment and the children's verbal experience. Illustrative teacher-made and pupil-made materials are grouped according to purpose. The first group consists of five true stories about the world and people with whom the disadvantaged child can identify. The second group of materials dwells on school and systemwide themes and integrates the prescribed content with needed skills. Samples of student compositions constitute the third group of materials designed to personalize instruction in composition. Materials which provide practice in specific reading skills and exposure to varied literary forms are presented. A bibliography is included. (See also #90, 91, 97, 98.)

69. Fagan, Edward R., and Jean Vandell, eds. Classroom Practices in Teaching English, 1969-1970. Focus: Minorities: Communicating the Dream's Responsibility. Champaign: NCTE, 1969. (ED 033 947: Document not available from EDRS; available from NCTE: Stock No. 00849--$1.25 prepaid)

The nineteen articles on teaching methods collected in this seventh report of the NCTE Committee on Classroom Practices focus on Afro-American ideas, communication, and teaching in megalopolis. Specific topics discussed include (1) the teaching of reading and writing to disadvantaged children, (2) the utilization of black authors and poets in literature courses, (3) slides, tapes, soul music, and "happenings" as techniques for motivating student writing, (4) a pilot core program designed to aid the disadvantaged student, (5) the replacement of textbooks by films, paperbacks, and mimeographed papers to provide relevant material in confronting contemporary social and economic problems, (6) placing an emphasis on Negro leaders in teaching disadvantaged second grade children, and (7) play performance as a method of teaching literary drama to students for whom English is a second language.

70. B'nai B'rith, Anti-Defamation League. Behind the Headlines: A Program Technique for Studying Intergroup Relations. New York, 1964. (ED 001 998: EDRS Price: MF-$0.25 HC-$1.30 24p.)

An understanding of human relations can be developed by means of news media. Procedures are given telling how to use a news item as a stimulus for research on the relevant facts behind a reported event and how to use supplementary reading and creative activities to gain a clearer understanding of meanings behind the headlines. Use is intended for schools at all levels and for community groups. Areas discussed include: discrimination in housing, employment, and education; minority group status; political extremism; interreligious conflict; and antisemitism. Each section is organized for use as a complete unit in the classroom. The outline includes: actual newspaper headlines; background information on the story or the principle involved in the incident; questions for discussion and reading materials relevant to the problem; audiovisual aids; and action projects which are intended to translate the abstract problem into a learning experience. If other press reports are to be used, the following steps constitute the method to be applied: select the significant headlines in the news; gather relevant information and historical facts from many sources; use as many other kinds of learning experiences in addition to reading as possible; summarize, evaluate, and formulate principles of intergroup relations, applying them to new situations.

71. Wolfe, Ann G. Leader's Guide: A Manual on Better Human Relations for Leaders in Youth Agencies. New York: American Jewish Committee, Division of Youth Services, n.d. (ED 001 948: EDRS Price: MF-$0.25 HC-$2.30 40p.)

Youth agencies are demonstrating a growing consciousness of intergroup problems, and leaders are seeking new insights and skills to help in overcoming them. Means of influencing individual attitudes include the media of mass communication, the group process, democratic leadership and a permissive group climate, a strong sense of belonging and shared activity, and common group goals. It has been found that prestigious members influence change to a greater extent than others. Where the group as a whole recognized the need for change, the pressure is felt by all, and the new value is more acceptable to each member. Contact among different groups under certain conditions can help eliminate prejudiced attitudes. Contact among individuals of "unequal status" sometimes results in greater hostility while contact among individuals of "equal status" seems more conducive to mutual acceptance. A discussion of the goals of youth-serving agencies is presented. A list of pamphlets, films, and other aids is included.

72. Riessman, Frank, and Jean Goldfarb. "Role-Playing and the Poor." Unpublished paper. New York: Mobilization for Youth, Inc., 1963. (ED 001 554: EDRS Price: MF-$0.25 HC-$0.95 16p.)

Role-playing is a valuable technique for working with disadvantaged people because it is congenial with the low-income person's style. Role-playing allows the practitioner to reduce the distance between himself and the disadvantaged; it permits more learning about the culture of the low-income person from the "inside," and it is an excellent technique for developing verbal power in the educationally deprived person. People with low income tend to work out mental problems best when they can do things physically. Role-playing appears suited to this physical, action-centered, motor style. Role-playing breaks the "office barrier" by creating a setting in which the therapist and the low-income client are on an equal footing in terms of style. Some illustrations of role-playing are given. One simulates the teaching of academic material to non-professional and professional personnel. Another helps to develop teacher styles for working with the deprived. Role-playing should be nontheatrical, with a very simple, direct approach. The low-income people worked with in this study preferred an informal setting, groups of no more than ten people, and little introductory didactic material. Role-playing and the middle class are briefly discussed. Differences in approach which would appeal to the middle class are pointed out. The middle class person may feel that role-playing is an in-group gimmick, lacking in dignity and status; therefore, the various psychotheraputic functions of role-playing, such as catharsis, support, and problem objectification should be made explicit. (See also #73)

73. _____. "Role-Playing with Low-Income People." Unpublished paper. New York: Mobilization for Youth, Inc., 1962. (ED 001 073: EDRS Price: MF-$0.25 HC-$0.60 9p.)

This document is similar in subject content to #72 described above. Included, as well, is an outline of a two-stage role-playing session. A bibliography is appended.

74. Gast, David K. "Minority Americans in Children's Literature," Elementary English 44(January 1967): 12-23. (ED 033 928: EDRS Price: MF-$0.25 HC-$0.75 13p.)

Children's fiction written between 1945 and 1962 was analyzed for current stereotypes of minority Americans, and the results were compared with related studies of adult fiction and school textbooks. Two analytic instruments were applied to 114 minority characters selected from forty-two children's books about American Indians, Chinese, Japanese, Negroes, and Spanish Americans currently living in the United States. In this sampling, virtually no negative stereotypes of minority Americans were found; the differences in race, creed, and customs of minority citizens were found to be dignified far more than in either adult magazine fiction or textbooks; and similarities in behavior, attitudes, and values between majority and minority Americans were emphasized rather than their differences. (Recommendations for action to be taken on the basis of the results, proposals for further experimental study, and a table ranking the verbal stereotypes of the 114 minority American characters are included.)

75. Rollins, Charlemae, ed. We Build Together. Champaign: NCTE, 1967. (ED 015 209: Document not available from EDRS; available from NCTE: Stock No. 43759--$1.50 prepaid)

This bibliography, like two previous editions in 1941 and 1948, lists those books for children and young people which present Negroes as human beings and not as stereotypes. The introduction assesses the progress which has been made in this area since the first edition in 1941 and articulates the guidelines for selection. The books cited are ordered into the following categories--(1) picturebooks and easy-to-read books, (2) fiction, (3) history, (4) biography, (5) poetry, folklore, and music, (6) science, and (7) sports (both fiction and nonfiction). Each entry notes the recommended grade level and includes a brief evaluative description of the book and summary of its contents. Author and title indexes are provided as well as a list of sources for books, a directory of publishers, and an index to the biographies cited in the bibliography.

76. Cleveland Public Schools, Division of English and Language Arts, and Community Action for Youth. Selected Bibliography on Human Relations. 1964. (ED 002 465: EDRS Price: MF-$0.25 HC-$2.00 38p.)

An annotated bibliography on the Negro in America is presented. The books are chiefly fiction, biography, and collections of essays, with a few volumes giving historical background. Divisions include books for the elementary, junior high, and senior high schools. Some emphasize social and moral values.

77. Briggs, William A., ed. Negro and Other Minority Group Contributions to World and American History. Columbus: Ohio Civil Rights Commission, Education Department, n.d. (ED 001 546: EDRS Price: MF-$0.25 HC-$0.50 8p.)

Fiction, textbooks, periodicals, pictures, and bibliographies are listed, with occasional annotation. Most concern the Negro; but some are about Jews, immigrants, and other American minority groups.

78. Daheim, David. Intergroup Education, Seattle Public Schools. Seattle, Wash.: Seattle Public Schools, n.d. (ED 001 560: EDRS Price: MF-$0.25 HC-$1.65 27p.)

The Intergroup Education Project in Seattle encourages ethnic appreciation through several programs. These include Inter-High student exchange, voluntary student and teacher transfer, intergroup education guides, special curricular materials that show how the Negro has a definite place in our history, teacher and administrator education, and public information. In preparing special curricula it is the teacher's main task to take advantage of every opportunity to emphasize the concepts of intergroup education. An example in the subject of mathematics is the collecting of money from all over the world, thereby involving varied culture groups. Compensatory education should be provided for students who need it. A bibliography and a list of audio-visual materials are included.

D. Self-Image Enhancement

79. Ziller, Robert C., et al. Self Esteem: A Self-Social Construct. A Technical Report. Project 0001. Eugene: University of Oregon, Center for Advanced Study of Educational Administration, 1969. (ED 033 431: EDRS Price: MF-$0.25 HC-$2.05 39p.)

Self-esteem is defined within a context of self-other orientation, and an instrument is described which is designed to measure the evaluation of the self in relation to significant others using topological representations of self and others and involving limited verbal demands. The results of a program of research are described which emanate from an evolving theory of social self-esteem. The results suggest that self-acceptance and social acceptance are inextricably combined and raise serious doubts about the meaning of earlier results concerning self-esteem which were based upon verbal self-reports.

80. _____. Complexity of the Self Concept and Social Acceptance. A Technical Report. Eugene: University of Oregon, Center for Advanced Study of Educational Administration, 1969. (ED 032 609: EDRS Price: MF-$0.25 HC-$2.00 38p.)

Complexity of the self-concept was found to be associated with a self-report of identification with others, a topological measure of social interest, perception of persons older than the self as more similar to the self, and with greater popularity. It is concluded that the complexity of the self-concept is associated with acceptance of and by a wide variety of others. The initial framework is supported by the results. In terms of the self-concept, the control function associated with integration is assumed to be self-esteem. Self-esteem is linked to consistency of behavior across situations stemming from a supra-organization of the self-system: thus the dual self components in Lewin's theory of differentiation integration. The construct of complexity has been explored in isolation only as the first stage in the approach to the more general framework described in this study.

81. Brown, Bert R. The Assessment of Self Concept among Four-Year-Old Negro and White Children: A Comparative Study Using the Brown-IDS Self Concept Referents Test. New York: New York University, Institute for Developmental Studies, 1966. (ED 034 808: EDRS Price: MF-$0.25 HC-not available from EDRS due to marginal legibility of original document)

In a pilot study based on a technique to assess the dimensions of self concept held by young children, thirty-eight lower socioeconomic status Negro and thirty-six upper-middle socioeconomic status white four-year-old children were given the Brown-IDS Self Concept Referents Test, and retested after three weeks. There was a relatively high level of reliability in the perceptions of self held by Negro and white children in the three-week interval. Subjects tended to perceive themselves--and to see significant others as seeing them--in generally positive ways. However, Negro subjects scored significantly lower, on the average, than white subjects. Both Negro and white subjects reportedly held high positive perceptions of the ways in which they are seen by their mothers and their peers. Subjects who perceived themselves positively tended to see others as perceiving them positively, as was the case with negative perceptions. These results must be evaluated cautiously, however, due to several possible defects in research design.

82. Soares, Anthony T. and Louise M. "Self-Perceptions of Culturally Disadvantaged Children," American Educational Research Journal 6(January 1969): 31-45. (ED 028 474: Document not available from EDRS)

A comparative study was undertaken of the self perceptions of disadvantaged children with those of advantaged children in grades four to eight. Each child's self concept, ideal concepts, and reflected values were measured. The result from an analysis of variance design, indicated more positive self images on all measures for disadvantaged children over advantaged children as a whole, for disadvantaged boys over advantaged boys, for advantaged girls over disadvantaged girls, and grade four over grade eight in both groups. The major conclusion

was: disadvantaged children do not necessarily reflect negative self concepts or lower self esteem than advantaged children. Since disadvantaged children have contact only with other disadvantaged children in elementary schools, they are insulated from acquiring negative attitudes from those who are not advantaged. The challenge for education, then, is to help the disadvantaged child maintain his positive self image as he enters high school. Further research needs are discussed.

83. Morland, J. Kenneth. "The Development of Racial Bias in Young Children" in Theory into Practice: Intergroup-Relations Education. Volume 2. Howard J. Ehrlich, ed. Columbus: Ohio State University, College of Education, Bureau of Educational Research and Service, 1963, pp. 120-27. (ED 002 571: EDRS Price: MF-$0.25 HC-$0.50 8p.)

It is held that, in a sense, American society educates for prejudice. Negroes and whites develop a bias for the white race at an early age. Preference for the white race was evident among young children when the majority of 253 Negro children in Massachusetts and Arkansas were asked to choose between a white and a colored doll; children preferred the white dolls. In Lynchburg, Virginia, Negro and white children chose white playmates when tested with a series of photographs. Preference for whites on the part of Negro children indicates a negative attitude toward racial self-identification and self-concept.

84. Humphrey, Jan. Self Concept of Ability in IPI and Non-IPI Students. Philadelphia: Research for Better Schools, Inc., 1968. (ED 036 180: EDRS Price: MF-$0.25 HC-$0.90 16p.)

Self concept of ability as a learner has been shown to be a significant factor in pupil achievement. The Individually Prescribed Instruction (IPI) system was expected to enhance pupils' self concepts of ability. A questionnaire was given to sixth, seventh, and eighth grade students from several schools, one of which used the IPI system. Analysis of the data failed to confirm the hypothesis that students taught by the IPI method have stronger self concepts of ability as learners. A sample of the questionnaire is appended.

85. _____. Specific Subject Self Concept in IPI and Non-IPI Students. Philadelphia: Research for Better Schools, Inc., 1968. (ED 036 189: EDRS Price: MF-$0.25 HC-$0.35 5p.)

A questionnaire was given to seventh graders in Individually Prescribed Instruction (IPI) and non-IPI classrooms. It contained items concerning the student's self concept of ability in four subjects: mathematics, English, social studies, and science; and it contained items to determine which method of presentation the student preferred. In the group as a whole, as the student's self concept of ability increased, there was a greater tendency for him to like the current course. When the students with IPI backgrounds were considered by themselves, they

followed the group trend in English but preferred their IPI mathematics course, regardless of their mathematics self concept. Opinion on the English course was more evenly divided. More students liked the current social studies course than preferred the previous course, but almost the same number liked the two equally. Four data tables supplement the report.

86. Simula, Vernon L. An Evaluation of a Departmentalized Form and of an Individualized Form of Elementary Classroom Organization for Pupils in Grades Five and Six. Final Report. Duluth: University of Minnesota and Duluth Public Schools, 1969. (ED 035 037: EDRS Price: MF-$1.00 HC-$12.00 238p.)

The purpose of this study was to collect the necessary descriptive information which would enable educators to determine the extent to which the Duluth individualized-contract program was successful in implementing the individualization of instruction concept. Data were collected on students in fifth and sixth grades, both from the experimental program and from a more conventional program. Findings suggest that students from a middle socioeconomic background who were enrolled in the individualized-contract form of classroom organization attained expected levels of academic achievement. There were numerous indications that students in the individualized program were acquiring less positive attitudes about learning, school, fellow classmates, and themselves. The teachers in the program were generally positive in their responses to the program. The survey identified areas where the program was not accomplishing its objectives, as well as insight into teachers' feelings concerning administrators' expectations.

87. Platt, Allen H. Room To Grow: "Something Special for All Kids." Philadelphia: Philadelphia School District, [1969]. (ED 033 403: EDRS Price: MF-$0.25 HC-$0.45 7p.)

"Room To Grow," an elementary school career guidance program, grew out of frustration with urban problems of education and was shaped by contemporary research in career development theory. Career choice is viewed as developmental. It is also believed that life histories cannot be predicted and that a career is something that gives purpose to life. Experiences are provided which give more attention to the elementary school child's perception of himself and the image of the person he would like to become. Aspects taken into consideration are: (1) attitudes and values toward work, (2) socioeconomic level, (3) educational expectations, and (4) self-concept. "Room To Grow" is conducted once a week for 7,000 fifth and sixth graders in Philadelphia. The program, supervised by three guidance consultants, consists of 25-30 weekly sessions of 45 minutes to an hour and a half. Some sessions are teacher-led, some have guest speakers, some are tours, and others are guidance sessions. The objectives of the program are: (1) to improve self-confidence, (2) to provide a wide range of career experiences, and (3) to develop a desirable approach to the process of career choice.

88. Fantini, Mario, and Gerald Weinstein. Urban Teacher Preparation Program: Immediate Reinforcement and the Disadvantaged Learner--A Practical Application of Learning Theory. New York: Syracuse University, School of Education, n.d. (ED 001 659: EDRS Price: MF-$0.25 HC-$0.45 7p.)

Implicit in the concept of immediate reinforcement are two assumptions: that a need must be satisfied and that a reward can serve to satisfy it. The culturally disadvantaged child needs encouragement or discouragement right away. His society operates in this way. In the classroom such reinforcement may take many forms. One teacher used trading stamps in place of grades, finding the stamps to have a more concrete meaning for these children. The mental style of the culturally disadvantaged child requires considerably more ego reinforcement than is required by the middle-income child. Display of the children's work on bulletin boards with their photographs placed alongside fosters a great degree of such ego-reinforcement. Nonverbal teacher reactions can be quite effective: role playing emphasizes real situations for these children; allowing the child to perceive a problem immediately through the speedy feedback of test grades involves him in the diagnosis of his own achievement.

89. Schrader, Steven. "The Role of the Newspaper in a Disadvantaged School," Bulletin of the Columbia Scholastic Press Advisers Association 26(January 1969): 3-5. (ED 034 766: EDRS Price: MF-$0.25 HC-$0.30 4p.)

In a disadvantaged school, a newspaper with an unbiased policy of focusing on the school's conditions, problems, activities, and other information relevant to the students' interests will help to build the students' sense of self-respect, pride, and participation in the school. Editorials can stress outstanding local achievements as well as honest appraisals of current events, such as racial incidents or the Poor People's Campaign. All students should be encouraged to work for the newspaper which should be easily available to everyone.

90. Thomas, Ves. "The Power of the Book," English Teacher 7(December 1967): 21-24. (ED 020 156: EDRS Price: MF-$0.25 HC-$0.35 5p.)

A survey of the present state of bibliotherapy indicates that more research is needed before this discipline can develop into a more exact science. Definitions of bibliotherapy vary from simply "the use of reading in the treatment of the sick" to detailed descriptions of the role of the librarian and his relationship to the doctor and patient. Researchers in the field agree, however, that reading, as part of an individual's past life, affects his personality and his present outlook, and that controlled reading as vicarious experience may help him modify or accept his attitudes toward life. Although available studies are inadequate for decisive conclusions, bibliotherapy could become a

valuable tool when research has been carried out in such areas as (1) the effects of specific books on certain types of patients, (2) the relation between individual reading background and personality adjustment, (3) the methods of measuring behavioral change effected by bibliotherapy, and (4) the feasibility of writing books for specific types of patients. (See also #68, 91, 97, 98.)

91. Lewis, Claudia. "Literature for Young Children." Paper presented at annual convention of NCTE (Honolulu, Hawaii, November 24, 1967). (ED 017 438: EDRS Price: MF-$0.25 HC-$0.65 11p.)

The qualities which make storybooks and picture books appealing to preschool children and those which help them understand and master the uses of language are discussed briefly. Different types of books that appeal to preschool children are presented--books that encourage the healthy expression of emotions, books that enable them to participate, books that present the conflicts and feelings children experience as they grow, books that confirm for them daily experiences and their knowledge of things, and books loved by young children from all socioeconomic levels. A special type of book is one the teacher makes for or with her children about one of their own classroom experiences. This experience helps children understand what a book is and how it is made and that words relate to people and events. Bibliographic data for the books discussed are provided. (See also #68, 90, 97, 98.)

92. Rochester City School District. Ego Development Guide for Primary Grade Teachers, K-3. Project Beacon. Rochester, N.Y., [1965]. (ED 025 813: EDRS Price: MF-$0.25 HC-$2.80 54p.)

Self-concept theory maintains that a person's behavior is primarily influenced by his feelings about self. Since a child's self-concept emerges from social encounters, and school situations make up a large portion of such encounters, it is felt that teachers would benefit from increased understanding of the formation of self-concept, self-confidence, and social relations competence. Background information emphasizing the influence of school situations and teacher attitudes and behaviors upon self-concept growth is presented. Following is a series of suggested units for grades kindergarten to three, geared toward enhancing or modifying positively the self-concept of individual pupils. Emphasis is given to the culturally disadvantaged and to Negro children. Suggestions are made for specific activities and ways of relating the units to the other subject areas in the curriculum.

93. Kvaraceus, William C., et al. Negro Self-Concept: Implications for School and Citizenship. Medford, Mass.: Tufts University, Lincoln Filene Center for Citizenship and Public Affairs, 1964. (ED 001 120: EDRS Price: MF-$1.25 HC-$13.70 257p.)

Three sections are presented: 1) The Self-Concept: Basis for Re-education of Negro Youth, 2) Political Socialization of Negroes: Image Development of Self and Polity, 3) Negro Youth and Social Adaptation: The Role of the School as an Agent of Change. Some of the issues discussed are: that the problem is one of disadvantaged youth as well as a specific racial one, that the pace of the Negro revolt and social change is increasing, that the schools are intricately involved in a social revolution, and that the Negro has a problem of finding a sense of self as he moves up the social structure. Proposals for changing social-civic process involve more effective politics; greater use of the school; community events (like boycotts and sit-ins); parental action regarding the school; and involvement with municipal, county, and state government units. A bibliography (pp. 28-32) is worthy of note.

94. Murton, Bonnie J., et al. Project Motivation 1964-1965. [Minneapolis]: Hennepin County Community Health and Welfare Council, 1966. (ED 012 717: EDRS Price: MF-$0.50 HC-$4.40 110p.)

This evaluation report describes an eight-month project whose goals were (1) to motivate and offer support to culturally disadvantaged children, (2) to encourage in them positive attitudes toward school, and (3) to enrich their lives through cultural experiences. Volunteer college students worked on a one-to-one basis with twenty-six third-, fourth-, and fifth-grade students. The project also attempted to heighten the social concerns of these volunteers by informing them of the needs of the deprived and to stimulate them to consider human service careers. The project provided activities in the home, neighborhood, and community, which sometimes were related to the child's school experiences. However, the volunteer never tutored the child. Although objective measures did not show clear gains in the children's attitudes and performance, their parents felt that the volunteers' companionship and the children's new experiences were valuable. The social attitudes of the volunteers also were affected favorably. The first part of the report is designed for the general reader and the second for the specialist. A sample application form for volunteers is appended, and fourteen tables summarize the data.

95. Faust, Helen F., et al. Room To Grow; Career Guidance in Elementary School. Philadelphia: Philadelphia School District, Division of Pupil Personnel and Counseling, 1968. 65p. (ED 035 003: Document not available from EDRS; available from publisher)

"Room To Grow" is a career guidance program for children of ages nine to twelve years. Conditions given attention to in this program are: (1) family attitudes and values, (2) socioeconomic conditions, (3) educational expectations, and (4) development of self concept. A general introduction to the program is presented. Fifteen projects for the teacher to use in carrying out her part of the program are given.

The first five sessions are used by the teacher to define the program, establish its purpose, and encourage the child to express his career hopes. Other sessions or projects are interspersed throughout the series, with the time allotted for any one project covering from two to four meetings with the children. Names of the projects include: (1) Who Am I? (2) What I Want to Be; (3) Role Playing; (4) Jobs in Special Settings; (5) About Me; and (6) Success in Your Work. Instructions for the use of guest speakers are provided. Each project is divided into aims, program development, and summing up. Specific activities and worksheets are given.

96. Marcatante, John J. Gateway English, Identification and Image Stories (A Guide for Teachers). New York: City University of New York, Hunter College, 1964. (ED 015 203: EDRS Price: MF-$0.50 HC-$4.75 93p.)

The identification story is an original, or adapted, teacher-prepared tale in which students are cast, always sympathetically. The image story is written by the teacher for a class, small group, or individual in an attempt to cast each student in a positive image the student prefers. The student-created anthology is a booklet of fictional, true narratives, or autobiographical sketches written by students and used, with their permission, as one of the reading texts. These three devices for teaching retarded readers are described and illustrated in this guide. They are offered as possible aids within a total reading program, not as the sole components of such a program. Step by step explanations of the preparation, use, evaluation, and sharing of these devices are provided. The necessity for the teacher to know and understand each child is stressed, but the teacher is cautioned to avoid assuming the role of psychologist. Classroom-tested sample materials are included to illustrate, for possible experimental use, materials popular with students and to encourage teachers to compose and adapt their own reading materials.

97. Kircher, Clara J. Behavior Patterns in Children's Books--A Bibliography. Washington, D.C.: Catholic University of America, 1966. (ED 014 178: Document not available from EDRS; available from publisher--$1.95 paperbound, $3.75 clothbound)

This bibliography updates "Character Formation Through Books"--An Application of Bibliotherapy to the Behavior Problems of Childhood (1952). It is designed to aid the development of wholesome principles of conduct and the prevention of delinquency through the therapeutic use of books in which good character traits are embodied. The 507 titles, for pre-school through ninth grade children, are classified into twenty-four subject categories. The grade level, author, a short annotation (including character traits incorporated in the book), publisher, and price are given. A section of selected readings for adults interested in bibliotherapy, a directory of publishers, and indexes of authors, titles, and behaviors are also included. (See also #68, 90, 91, 98.)

98. Riggs, Corinne W. Bibliotherapy--An Annotated Bibliography. Newark, Del.: International Reading Association, 1968. (ED 020 874: Document not available from EDRS; available from publisher at: 6 Tyre Ave., 19711--50¢ for members, 75¢ for nonmembers)

This annotated bibliography on bibliotherapy is composed of 138 citations ranging in date from 1936 to 1967. It is designed to aid teachers and librarians in modifying the attitudes and behavior of boys and girls. Its listings are arranged alphabetically according to author under the general divisions of books, periodicals, and unpublished materials. Entries pertaining to the reader, the reading material, and the response of the reader are included. Research reports are emphasized, and items relating to specific books and techniques for use in bibliotherapy are provided. (See also #68, 90, 91, 97.)

99. Dinkmeyer, Don, et. al. "Personalization--Individualization for Learning." A Conference Report. [(Cheyenne, Wyoming, October 10-11, 1968)]. Cheyenne: Wyoming State Department of Education, Division of Exceptional Children and Division of Pupil Personnel Services, 1969. (ED 035 017: EDRS Price: MF-$0.25 HC-$2.40 46p.)

The theme of the conference, "Personalization--Individualization for Learning," focused attention upon children as persons who are individuals functioning in the school setting. Don Dinkmeyer in his talk,"Elementary School Guidance and the Classroom Teacher," discusses the role of the teacher in promoting growth in the self concepts of his students. Dr. Dinkmeyer discusses in his second talk,"The School Administrator and Developing Guidance," the basis for elementary guidance, its purposes, services offered, and the administrator's role in guiding learning. Guidance leadership responsibilities are also presented. Dr. Alex Bannatyne discusses various learning disabilities, basically explaining dyslexia, and neurological dysfunction in his talk, "The Classification of Learning Disabilities." He further discusses diagnosis, testing procedures, and techniques for teaching children with learning disabilities in his talk, "Diagnosis, Prevention and Remediation of Learning Disabilities."

100. Detroit Great Cities School Improvement Project. A Bibliography of Selected References on the Culturally Disadvantaged in American Public Education. Detroit, Mich., 1963. (ED 001 008: EDRS Price: MF-$0.25 HC-$1.00 18p.)

Many of the references are concerned with the theoretical solution of the problems. Others are descriptions of action programs which have been implemented in recent years in many cities throughout the country. Many references include studies of causative forces which have helped to create the culturally disadvantaged. A recurring thread in the references is the identification of the factor called "negative self-image." Self-image emphasis in this bibliography is largely concerned with the Negro in large cities. Presentation is in terms of books, poetry, plays, documents, periodicals, bulletins, and pamphlets.

E. Recent Research in Self-Image

101. Bolea, Angelo S., et al. "The Development and Validation of a Pictorial Self-Concept Scale for Children in K-4." Paper presented at National Council on Measurement in Education (Minneapolis, Minn., March 1970). (ED 037 780: EDRS Price: MF-$0.25 HC-$0.65 11p.)

The study discusses the development of a self-concept measure for children in kindergarten and the lower elementary grades. The Pictorial Self-Concept Scale was constructed from children's statements about themselves. This scale was administered to kindergarten through fourth grade subjects. Each child separated fifty cartoon picture-cards into three piles depending on whether the specific child in the cartoon was like him, not like him, or sometimes like him. Scoring was based on placement of the card and the weighted card value. A panel of psychologists and human development specialists ranked the cards according to importance to a child's self-concept on a continuum from positive to negative. Two validity hypotheses were tested: (1) a significant relationship exists between scores on the pictorial self-concept scale and the Piers and Harris self-concept measure, and (2) scores for subjects judged by principals and teachers as having negative self-concepts. The constructed scale has been successfully used in five other research projects.

102. Cook, Keith E. Differences between Self-Concepts of Disadvantaged and Non-Disadvantaged High School Students within Certain Types of Rural and Urban Communities. Final Report. Orono: University of Maine, 1969. (ED 037 797: EDRS Price: MF-$1.25 HC-$14.80 294p.)

Responses were sought to the following questions: (1) Are there differences between self-concepts of disadvantaged and nondisadvantaged students? (2) Do these differences, if any, occur within and/or among different types of communities? A total of 373 students were selected from Maine communities designated "rural depressed," "rural nondepressed," "affluent suburban," and "typical urban." The Tennessee Self Concept Scale and an Individual Data Sheet were administered. Each subject was categorized from the data as "disadvantaged" or "nondisadvantaged," and also according to community status, sex, and grade level. Factorial analysis of variance revealed that the disadvantaged felt less adequate in social interaction than did the nondisadvantaged. On seven other aspects of self-concept no class differences existed. "Rural depressed" subjects had a more positive self-concept than "affluent suburban." The disadvantaged "rural nondepressed" experienced the greatest negative self-concept. In general, it is very difficult to generalize on self-concepts of the disadvantaged, and suggestions for further research include the need to treat the group as heterogeneous rather than homogeneous.

103. De Blassie, Richard R., and Gary W. Healy. Self Concept: A Comparison of Spanish-American, Negro, and Anglo Adolescents across Ethnic, Sex, and Socioeconomic Variables. University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1970. (ED 037 287: EDRS Price: MF-$0.25 HC-$1.20 22p.)

The purposes of this 1969 study were to determine: (1) if differences existed in the self-concepts of Negro, Anglo, and Spanish American adolescents and (2) the extent to which these differences were influenced by ethnic group membership, socioeconomic position, and sex. The sample for the study was made up of 425 Anglo, 40 Negro, and 142 Spanish American ninth grade students in a school district in south-central New Mexico. Instruments used in the study were the Tennessee Self Concept Scale (TSCS) and the Hollingshead Two Factor Index of Social Position. Results of the analysis indicated that of the fourteen indices of self-concept assessed by the TSCS, four scores were affected by the ethnicity variable. However, total self-concept score was not significantly different for any of the three ethnic groups or for socioeconomic position. Male subjects had higher self-concepts than female subjects with regard to physical appearance, health, skills, and sexuality.

104. Felker, Donald W., and Susan Bahlke. "Learning Deficit in the Ability To Self-Reinforce as Related to Negative Self-Concept." Paper presented at convention of American Educational Research Association (Minniapolis, Minn., March 2-6, 1970). (ED 037 783: EDRS Price: MF-$0.25 HC-$0.50 8p.)

The study tests four hypotheses derived from the proposition that positive self-concept is partly due to an ability to utilize self-initiated verbal reinforcement. Subjects were 131 (66 boys and 65 girls) white fourth grade students from a suburban middle class school. The Piers-Harris self-concept measure was administered to all students. The Intellectual Achievement Responsibility Questionnaire and the Minnesota Tests of Creative Thinking were each given to half of the students. Students were asked to rank-order nine statements on a continuum of "good to say to myself while doing schoolwork." A spelling test was administered in conjunction with value statements chosen specifically for the analysis. The procedures provided the following scores: self-concept, locus of control, verbal fluency, statements chosen as good to say to oneself and statements chosen after task. The results show positive relationships between (1) self-concept and children's belief that they are responsible for their academic success, (2) self-concept and verbal fluency, (3) self-concept and positiveness of designated as "good to say to myself while doing schoolwork," and (4) self-concept and positiveness of self-divided statements chosen to say after completion of an academic task.

105. Henderson, Norman B., et al. "Do Negro Children Project a Self-Inage of Helplessness and Inadequacy in Drawing a Person?" in Proceedings, 77th Annual Convention, A[merican] P[sychological] A[ssociation], 1969 (Washington, D. C., APA, 1969). 2p. (ED 036 329: Document not available from EDRS; Proceedings... available from: APA, Division 8, 1200 17th St., N.W., Washington, D. C. 20036--$4.00)

It was assumed on the basis of projection theory that a picture of a person drawn by a child reflects that child's self-image. 698 seven-year-old, economically disadvantaged children (Negro N=232, Caucasian N=466) were told

to draw a picture of a person. Each picture was then scored as a Draw-A-Person Test. There was no significant difference between the black group and the white group on the total raw score. The black group's drawings were significantly more complete on the nine facial items and the white group's drawings were significantly more complete on the five arm-hand-finger items. The differences between black and white groups were small enough to demand caution in drawing conclusions from them about important socially determined personality differences between the races.

106. Lucas, Lawrence A., et al. "Self Reported Perceptions of Elementary School Students as Learners in the Ecology of the School." Paper presented at convention of American Educational Research Association (Minneapolis, Minn., March 2-6, 1970). (ED 037 777: EDRS Price: MF-$0.25 HC-$0.55 9p.)

Self-reported perceptions of elementary school students (6,500 fourth through sixth graders) were obtained by means of questionnaires. Included among the perceptions were: reason for school, role as a rule-obeyer, role as a teacher-pleaser and role as an achiever. The results indicate that students generally like their school, believe the rules of their classroom are just about right, are willing to obey them, and believe they are doing about as well as other students in their classroom. The report concludes that students believe their classmates would rather play than work, that school is important to their future, and that school is teaching them to prepare for a job or teaching them things they need to know when they grow up. The students perceive themselves primarily as rule-obeyers and teacher-pleasers. Also suggested is that about a third of the students are dissatisfied with school, would prefer not to attend school, are not aware of their teacher's evaluation of their school work, and feel that their achievement is less than satisfactory. The data also reveal great differences in student perceptions from school to school.

107. Purkey, William W., and William Graves. "Self-Perceptions of Students Enrolled in an Experimental Elementary School." Paper presented at convention of American Educational Research Association (Minneapolis, Minn., March 2-6, 1970). (ED 037 794: EDRS Price: MF-$0.25 HC-$0.50 8p.)

The study explores the impact of an innovative, learn-teaching, completely ungraded elementary school on the professed self-esteem of students in that school. The experimental school was heavily oriented toward a humanistic approach to education and stressed success experiences for all children, elimination of academic failure and yearly detention, and maximum freedom for exploration. A neighboring elementary school with conventional grade levels and self-contained classrooms was selected for comparison. Two hypotheses were tested: (1) Students enrolled in the experimental school will evidence greater self-esteem than students enrolled in the comparison school and (2) as grade level increases, so will measured differences in self-esteem between the two groups of students. Twenty-five self-referent statements worded for children from ages eight through ten were tested on subjects from the comparison school and the innovation school. The mean scores (by grade and school) and analysis of variance for experimental and control groups verified

the hypotheses. The study also indicated that prolonged exposure to the innovative school environment had a positive influence on the professed self-esteem of children from ages eight to twelve.

108. Soares, Anthony T., and Louise M. "A Comparative Study of the Self-Perceptions of Disadvantaged Children in Elementary and Secondary Schools." Paper presented at annual convention of American Psychological Association (Washington, D. C., September 1969). 7p. (ED 036 578: EDRS Price: MF-$0.25 HC-not available due to marginal legibility of original document)

The study tested hypotheses predicting significant differences between the self-perception scores of: (1) disadvantaged children in an urban neighborhood elementary school and disadvantaged high school students; (2) disadvantaged girls and boys; and, (3) within each sex, disadvantaged elementary school and high school students. All the students in grades four, five, and six of an urban elementary school situated in a disadvantaged urban area were included--a total of 122 (70 boys and 52 girls). A sample of 100 disadvantaged high school students, 60 boys and 40 girls, was randomly selected from one of the city's three high schools. To obtain their self-perception scores, 40 bi-polar traits expressed in sentence form were given to all 222 subjects. An index score was obtained for their self-concept. An analysis of variance revealed a significant difference between the scores of the elementary school children and the high school students--whether with the school taken as a whole, in interaction of school and sex, or in the interaction of school, sex, and grade. The interpretation of these results centers upon expectation level and social reinforcement theory.

109. _____. "Differences in Self-Perceptions of Disadvantaged Students." Paper presented at convention of American Educational Research Association (Minneapolis, Minn., March 2-6, 1970). (ED 037 775: EDRS Price: MF-$0.25 HC-$0.50 8p.)

The study tests two hypotheses: (1) disadvantaged children have significantly higher self-perceptions than advantaged children at both the elementary and secondary school levels, and (2) disadvantaged and advantaged elementary school children have significantly higher self-perceptions than disadvantaged and advantaged high school students. 661 advantaged and disadvantaged students were used from both elementary and secondary levels. An inventory of forty bipolar traits was administered to the students in five forms to obtain five different dimensions of their self-perception. Results of analysis indicate significance between elementary and secondary students and between advantaged and disadvantaged groups. Also shown are significant interactions involving group and level factors. The report concludes that elementary school children have higher self-images than secondary school students, and that disadvantaged children also have higher self-images than advantaged children.

110. Sweely, H. D. "The Effect of the Male Elementary Teacher on Children's Self-Concepts." Paper presented at annual convention of American Educational Research Association (Minneapolis, Minn., March 5, 1970). (ED 039 186: EDRS Price: MF-$0.25 HC-$0.45 7p.)

In order to test the often postulated theory that male elementary school students have lower self-concepts than female students because of the lack of male elementary school teachers, a group of twelve-year-old students of varying socioeconomic, intelligence, and achievement backgrounds was divided in half, with one half spending one school year with male teachers and the other half with female teachers. Statistical analysis of data from two self-concept tests administered at the end of the year indicated that male teachers had no differential effect on children's self-concept scores when compared to female teachers and that there was no significant interaction between sex of the teacher and the sex of the students on children's self-concept scores. Related findings indicated that: the female students had a significantly better self-concept than male students; there was no significant interaction effect between individual teachers and self-concept scores of children; and the mean self-concept scores did not differ significantly between classrooms. The lack of a significant relationship between male teachers and male students' self-concepts could be due to the short time spent with a male teacher as compared with five previous years spent with female teachers. The generally lower self-concept scores for boys and their possibly lower level of aspiration indicate a need for teachers to devise individualized curricula more appropriate for boys.

111. Van Allen, Roach. Attitudes and the Art of Teaching Reading. Washington, D. C.: National Education Association, 1965. 50p. (ED 038 240: EDRS Price: MF-$0.25 HC-not abailable from EDRS; also available from: NEA, 1201 16th St., N.W., Washington, D. C. 20036--$1.00)

The importance of building positive attitudes and habits in developing successful reading experiences is discussed. In order to have positive attitudes toward himself and toward his reading, the child must acquire basic concepts about language and its relation to himself. Among these concepts are (1) I can talk about what I think about, (2) what I can talk about I can communicate in some other way, (3) anything I can record I can recall through speaking or reading, (4) I can read what I write and what other people write for me to read, and (5) each letter of the alphabet stands for one or more sounds that I make when I talk. Concepts for the teacher to use in guiding the child to achieve the above concepts are also listed. Reports of the way four teachers employ these principles of language experience in classroom instruction are presented, including activities and materials used. Indicators of progress in providing a setting for language expression that makes the attitudes and habits of each child central to the teaching act are listed as criteria for program evaluation.

F. Addendum

112. American Association of School Administrators and ERIC Clearinghouse on Educational Administration. ERIC Abstracts: A Collection of ERIC Document Resumes on Human Relations in Educational Administration. ERIC Abstracts Series Number Two. Washington, D. C.: AASA; Eugene: University of Oregon, ERIC/CEA, 1969. (ED 035 979: EDRS Price: MF-$0.25 HC-$1.05 19p.; also available from: AASA, National Education Association, 1201 16th St., N.W., Washingtin, D. C. 20036--$2.00 quantity discounts)

This compilation lists twenty-four abstracts of ERIC documents related to human relations training in education that have been announced in Research in Education (RIE) through June 1969. The following information is presented for each document: (1) basic bibliographic data (including author, title, place of publication, publisher, publication data, and number of pages); (2) ERIC document number; (3) document's price, if it is available from the ERIC Document Reproduction Service; and (4) abstract of the document. A subject index, cross-referenced with the document listing, is included.

113. Atkins, Wayne Lewis. Growth and Development of Adults through Understanding Self and Others. Ph.D. thesis, University of Nebraska, Lincoln, 1969. 153p. (ED 036 735: Document not available from EDRS; available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106--Order No. 69-17,309, Microfilm-$3.00 Xerography-$7.20)

This study investigated changes among 4-H Club leaders after participation in a short human relations course, as well as in club members' growth and development following application by their leaders of the training received. Participants (30 adult leaders and 200 members) were divided into experimental and control groups. Adults in the control group took a short course in local government. Total teaching contact time (five months) and group interaction were the same for both groups of leaders. A personal checklist and the Self-Portrait were administered to all leaders before and after training; a simplified version was used with club members. Compared to control subjects, adults in the experimental group gained significantly on personality, level of achievement, and acceptance of others, while members of clubs led by them showed significantly greater gains in "desirable positive behavior" and in favorable self-evaluation.

114. Banaka, William H. "Human Relations Training: The Cutting Edge of the Motivation To Learn." Paper presented at convention of American Educational Research Association (Minneapolis, Minn., March 2-6, 1970). (ED 037 779: EDRS Price: MF-$0.25 HC-$0.70 12p.)

This report describes a human relations training methodology which shows the basic importance of attuning students to their own private world of stimulation and is the cutting edge of the motivation to learn. The study includes four sections: (1) methodology of personal growth training, (2) an explanation of why such an intensive method of training is needed, (3) examples of terminal student behavior, and (4) a brief list of specific personnel and budget resources needed. The first section emphasizes explicit definitions of feelings

and distinguishes from phases of the training process in personal growth. The second section examines middle class maturity norms and concludes that the norm is for the person to have a well-developed head but a highly suppressed body. The third part lists eight examples of behavior of a person if he were fully competent in affective self-awareness and cognitive skills. Finally, the report concludes that practical requirements should be explored before beginning a personal growth pattern.

115. Pfeiffer, J. William, and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. Volume I. Iowa City, Ia.: University Associates Press, 1969. 128p. (ED 037 643: Document not available from EDRS; available from publisher at: P.O. Box 615, 52240--$3.00)

First in a series, this human relations training handbook contains three types of structured experiences: unadapted "classic" experiences, highly adapted experiences, and innovated experiences. Structured experiences are defined here as those in which some person (the facilitator) suggests, directs, or leads the activity or takes responsibility for ensuring that the data generated are appropriately and adequately processed by the participants. Experiences are arranged in ascending order according to the degree of understanding, skill, expertise, and experience required of the facilitator. They can be used by facilitators with limited formal training and experience in the behavioral sciences. A blank page for note-taking follows each exercise. It is intended that users of this handbook should feel free to duplicate the questionnaires, opinionnaires, guides, charts, worksheets, and forms that are such an essential part of the structured experiences.